

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**National Resource Centers and Foreign Language and Area Studies Fellowships**

**CFDA # 84.015A**

**PR/Award # P015A180110**

**Grants.gov Tracking#: GRANT12659828**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180110

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/20/2018

4. Applicant Identifier:

18-PAF08349

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

### State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name:

Regents of the University of Michigan

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

38-6006309

\* c. Organizational DUNS:

073133571

### d. Address:

\* Street1:

3003 S. State St

Street2:

\* City:

Ann Arbor

County/Parish:

Washtenaw

\* State:

MI: Michigan

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

481091274

### e. Organizational Unit:

Department Name:

Division Name:

### f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

\* First Name:

Kellie

Middle Name:

\* Last Name:

Buss

Suffix:

Title: Project Representative

Organizational Affiliation:

\* Telephone Number:

734-936-1361

Fax Number:

\* Email: klbuss@umich.edu

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## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

### \* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

\* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

### 13. Competition Identification Number:

Title:

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

University of Michigan Center for Russian, East European, and Eurasian Studies (CREES) FLAS Fellowships for 2018-2022

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="1,458,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,458,000.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☒ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

Regents of the University of Michigan

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends	364,500.00	364,500.00	364,500.00	364,500.00		1,458,000.00
12. Total Costs (lines 9-11)	364,500.00	364,500.00	364,500.00	364,500.00		1,458,000.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify):

The Indirect Cost Rate is  %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

PR/Award # P015A180110

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Regents of the University of Michigan		

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Craig.Reynolds	Director
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
Regents of the University of Michigan	06/20/2018

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# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="Regents of the University of Michigan"/> * Street 1: <input type="text" value="3003 S State Street"/> Street 2: <input type="text"/> * City: <input type="text" value="Ann Arbor"/> State: <input type="text" value="MI: Michigan"/> Zip: <input type="text" value="48109"/> Congressional District, if known: <input type="text" value="MI-012"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>     		
<b>6. * Federal Department/Agency:</b> <input type="text" value="Department of Education"/>		<b>7. * Federal Program Name/Description:</b> <input type="text" value="National Resource Centers Program and Foreign Language and Area Studies Fellowship Program"/> CFDA Number, if applicable: <input type="text" value="84.015"/>
<b>8. Federal Action Number, if known:</b> <input type="text"/>		<b>9. Award Amount, if known:</b> \$ <input type="text"/>
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.  * Signature: <input type="text" value="Craig.Reynolds"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Craig"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Reynolds"/> Suffix <input type="text"/> Title: <input type="text" value="Executive Director, ORSP"/> Telephone No.: <input type="text"/> Date: <input type="text" value="06/20/2018"/>		
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## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

UM\_NRC\_FLAS\_GEPA\_Section\_427\_description\_2

Add Attachment

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## **INFORMATION TO ADDRESS SECTION 427 OF GEPA**

University of Michigan nondiscrimination statement:

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions.

Inquiries or complaints may be addressed to the Senior Director for Institutional Equity and Title IX/Section 504/ADA Coordinator, Office for Institutional Equity, 2072 Administrative Services Building, Ann Arbor, Michigan 48109-1432, (734) 763-0235, TTY (734) 647-1388. For other University of Michigan information call (734) 764-1817.

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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Regents of the University of Michigan

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. \* First Name: Craig Middle Name:   
\* Last Name: Reynolds Suffix:   
\* Title: Director

\* SIGNATURE: Craig Reynolds

\* DATE: 06/20/2018

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Genevieve	<input type="text"/>	Zubrzycki	<input type="text"/>

Address:

Street1:	500 Church Street
Street2:	Suite 500
City:	Ann Arbor
County:	<input type="text"/>
State:	MI: Michigan
Zip Code:	481090000
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="734-764-0351"/>	<input type="text"/>

Email Address:

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## ABSTRACT

### **The University of Michigan Center for Russian, East European, and Eurasian Studies**

(CREES), founded in 1961, is one of the nation's foremost institutes for interdisciplinary research and training on this critically important region. CREES's outstanding faculty of 51 core tenured/tenure-track area specialists and 11 language lecturers come from 17 liberal arts departments and 7 professional schools. In addition to long-standing breadth and depth in the core area studies disciplines of History, Political Science, Slavic Languages and Literatures, as well as Anthropology, CREES has a high concentration of faculty in Film Studies, Islamic Studies, Judaic Studies, and Sociology. Regional strengths include Russian, Polish, Southeast European, and Central Eurasian studies. More than 250 courses with at least 25% REES content are taught each year on the cultures, languages, literatures, histories, economies, social organization, politics, business, law, and public policy of the region. Language offerings include 12 modern REES languages. The University's library contains over one million items on the region.

CREES seeks a FLAS grant for the 4-year funding cycle beginning on August 15, 2018 to continue training the next generation of experts on Russia, Eastern Europe, and Eurasia. FLAS support will enable UM to augment enrollments in less commonly taught languages (LCTLs) deemed of national priority in the 2017 Consultation with Federal Agencies, namely Armenian, Bosnian/Croatian/Serbian, Persian, Polish, Russian, Turkish, Uyghur, Ukrainian, and Uzbek. Our Project Narrative shows that CREES fulfills both of the FLAS competitive preference priorities.

The University of Michigan is strongly committed to Russian, East European, and Eurasian Studies (REES), as evidenced by the institutional support for REES-related teaching, research, and partnerships, amounting to more than \$13 million in AY16-17. Building on this



solid support, CREES has been able to grow in areas of crucial importance. CREES offers undergraduate minors in Russian, East European, and Central Eurasian Studies and B.A., M.A., and graduate certificate programs in Russian, East European, and Eurasian Studies. The Slavic Department offers B.A. degrees in Russian and Polish; undergraduate minors in Bosnian/Croatian/Serbian, Czech, Polish, Russian, and Ukrainian language, literature, and culture and in Cultures and Literatures of Eastern Europe; and M.A. and PhD degrees in Slavic Languages and Literatures. CREES also has graduate-level dual degree programs with UM's Stephen M. Ross Business School, Law School, and Gerald R. Ford School of Public Policy.

CREES is committed to broadening access to REES languages not only by providing additional languages to be available for study (such as Uyghur), but also by diversifying the backgrounds of students enrolled in our language programs. We do so by adopting the best practices developed by other area studies centers within the UM International Institute, which has developed a successful process for attracting and selecting highly-qualified students for FLAS fellowships and giving preference to those that demonstrate financial need. As the example of the University's concerted effort of "internationalization with equity" shows, we are capable of simultaneously growing overall program participation as well as boosting the share of underrepresented minorities; in the case of study abroad, 5,290 students participated in AY16-17, including 15% minorities. UM's renewed commitment to issues around diversity, equity, and inclusion will allow similar gains to be made for REES languages in overall enrollments and minority participation.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

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To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

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The University of Michigan (UM) Center for Russian, East European, and Eurasian Studies (CREES), submits this proposal to the U.S. Department of Education (ED) to offer FLAS Fellowships for the 2018-2022 funding cycle. Thanks to a FLAS-only grant, CREES will continue training the next generation of experts on a critically important region and enable us to augment UM's enrollments in REES less commonly taught languages (LCTLs).

**A. PROGRAM PLANNING AND BUDGET** (*N/A for FLAS-only Applicants*)

**B. QUALITY OF FACULTY AND STAFF RESOURCES**

**B.1 Teaching Faculty and Staff**

The Center for Russian, East European, and Eurasian Studies, a constituent unit of the University of Michigan's International Institute, brings together faculty from across the university who work on our broad and diverse region. Demonstrating the breadth of our faculty's expertise, more than 250 courses with at least 25% REES content are taught each year (Appendix 2). CREES teaching faculty include 51 tenured or tenure-track faculty from 17 departments in the College of Literature, Science, and the Arts (LSA), and from 7 professional schools; 34 at the full professor rank, 13 at the associate professor rank, and 4 at the assistant professor rank (Appendix 1). More than 60% of our tenured/tenure-track faculty (32) are specialized in REES: they know at least one area language, and the region is at the center of their teaching and research. The other 19 tenured/tenure-track faculty have significant REES area commitments in their research and/or teaching. Three non-tenure-track faculty, 6 area studies lecturers, and 11 language lecturers supplement our curriculum with a wide range of course offerings. Our faculty make valuable contributions to CREES through teaching, advising, and service (p. 5-7).

The CREES Director is Geneviève Zubrzycki, Professor of Sociology (Appendix 1: 6), with a term of 2014-20. A specialist on religion, nationalism, and collective memory in post-

socialist Poland, she is the author of the award-winning books *The Crosses of Auschwitz: Nationalism and Religion in Post-Communist Poland* (2006) and *Beheading the Saint: Nationalism, Religion, and Secularism in Quebec* (2016); and editor of *National Matters: Materiality, Culture, and Nationalism* (2017). Since 2016, Zubrzycki also directs the Weiser Center for Europe and Eurasia (WCEE), the umbrella center for CREES (p. 3).

To ensure close supervision of our curriculum and efficient mentoring of our M.A. students, in 2010 CREES created an Associate Director position, currently held by Elizabeth King, Assistant Professor of Public Health (Appendix 1: 7). A specialist on sex workers and HIV testing and treatment with significant REES training and research experience, King was appointed Associate Director of CREES this past academic year (2017-18). King's expertise in Russia, Ukraine, and Serbia is now more directly utilized by the Center and its students.

In the past 4 years, 3 new tenure-track and one tenured faculty have been hired. In Fall 2014, both Elizabeth King and Yuri Zhukov, Assistant Professor of Political Science, joined the University of Michigan. Zhukov specializes in international security, civil war, insurgency and counterinsurgency, civil-military relations, and Russian and Eurasian politics (Appendix 1: 47). In Fall 2017, Michael Galaty joined UM's Department of Anthropology as full professor and Director of the Museum of Anthropological Archeology (Appendix 1: 19). Galaty was one of the first American archaeologists to work in Albania after it opened its borders in 1991. While Galaty's research is focused on late prehistory, he has been actively supporting Albanian studies more broadly at UM. CREES is currently working with him to develop the first Albanian Studies Program in the United States. The program will focus on the study of Albanian language, history, culture, economics, and politics, with a focus on EU integration. The University of Michigan is uniquely positioned to create such a program given faculty expertise and the presence of a large

Albanian community in the Detroit metro area. Finally, UM's School of Music hired Matthew Bengtson in 2017 in Piano Literature (Appendix 1: 11). Bengtson is a leading interpreter of Russian composers and was awarded prizes for his writing on the Polish composer Karol Szymanowski. In Fall 2018, CREES will welcome Ania Aizman, post-doctoral member of the Michigan Society of Fellows who will also teach in the Slavic Department, and Natalia Forrat, Weiser Center for Emerging Democracies Post-Doctoral Fellow, who will be teaching in Sociology. Both fellows focus on Russia.

As mentioned earlier, CREES is an affiliate of the Weiser Center for Europe and Eurasia (WCEE), which is housed in UM's International Institute. The CREES staff provides a range of REES expertise and administrative support (Appendix 1: 51-53). Marysia Ostafin (.5 FTE CREES), who is proficient in Polish and Russian and has worked for CREES for more than 30 years, is the WCEE Program Manager. She oversees the administration of all WCEE units including the finances, human resources, and programming. Mary Elizabeth Malinkin (1 FTE), a specialist on Russia and an alumna of our M.A. program, joined the CREES staff in 2016 as its administrator following nearly 10 years of employment at the Kennan Institute of the Woodrow Wilson Center. She is responsible for organizing the Center's academic programs and its public lecture series, as well as overseeing grant administration and reporting. Birgitta Kohler (.6 FTE), WCEE's International Education Coordinator, supervises the internship and summer research grants program as well as the Weiser Professional Development Program, which provides fellowships for researchers from the REES region. Kathryn Orwig (.25 FTE) (Minor in Russian Studies, UM) is a Program Assistant for WCEE, providing support for CREES events and social media communications. Julie Burnett (.3 FTE), FLAS Coordinator since 2009, has 10 years of student services experience at UM. Rachel Brichta (.2 FTE) (B.A., REES, UM; M.A. REES,

Illinois) is the Communications Manager for the International Institute and oversees CREES marketing and communications (including the CREES website). Susan Barrera (.2 FTE), WCEE front-desk manager, provides administrative assistance for CREES event planning and academic programs. Finally, Folaké Graves and Kelsey Szpara (.1 FTE each) are Undergraduate Academic Advisors, providing guidance for REES majors and minors. The total REES-dedicated effort is 3.25 FTE. (For more details, as well as the qualifications of the professional library staff, see Appendix 1: 48-55.)

CREES Faculty Associates are leaders in the area. Many have received national and international recognition. Three faculty have been elected to major honorific organizations: Jackson and O'Shea to the American Academy of Arts and Sciences, and Markel to the National Academies' Institute of Medicine. Five have held leadership positions in area studies' professional associations (Aleksić, Ballinger, Northrop, Pasek, Porter-Szücs). Thirteen have won prominent professional association book prizes. Sixteen hold named professorships; 23 have received teaching awards. UM faculty received the most Fulbright grants (12) of any research university in the U.S. for the 2017-18 academic year, three of which were for projects in Croatia and Ukraine. As a group, CREES Faculty Associates have been awarded dozens of prominent research grants and fellowships, including 9 Guggenheim Fellowships.

### ***Professional Development Opportunities for Faculty and Staff***

CREES supports faculty professional development and overseas opportunities through its support of Faculty Conference Travel Grants (70 awards since 2014-15, including 26 for travel to the REES region). Since 2014-15, 33 Weiser Center for Emerging Democracies Grants have been awarded to support CREES faculty teaching and research on the region. CREES faculty also regularly receive other UM awards in support of their research and teaching, such as the

Humanities Institute Fellowship (full academic year research leave); the Frankel Institute for Judaic Studies Fellowship (full academic year research leave); the Michigan Humanities Award (one term of paid leave); the Eisenberg Institute for Historical Studies Faculty Fellowships (one course release and a \$5,000 research grant); Research Seed Grants up to \$15,000; publication subventions up to \$5,000; and Lecturer Professional Development Fund Grants, up to \$2,000. CREES faculty make regular research trips to and sabbatical stays in the region. UM faculty are eligible for sabbatical leave every 7th year, and university policy is generous in allowing externally-funded leave. Assistant professors also receive a 1-semester leave after their 3rd-year review in preparation for tenure review. Staff regularly develop, organize, and attend CREES lectures and other events to keep their area studies knowledge fresh. Staff may also take courses at reduced tuition rates. CREES funds two to three staff to attend the annual convention of the Association for Slavic, East European, and Eurasian Studies (ASEEES) each year. Finally, CREES Director Zubrzycki and Academic Program Specialist Malinkin will visit several Russian cities in Fall 2018 to reinforce relationships with colleagues and partners in Russia as well as establish new ties.

### ***Faculty and Staff Commitment to Students***

Teaching and advising students are key faculty responsibilities. Regular faculty typically teach 4 courses per year. As 50% of the Center Director's appointment is shifted to the International Institute for the duration of the directorship, the course load to his/her department is reduced to two, allowing the CREES Director to teach the Graduate Colloquium, as well as devote the time needed for the Center's programming and administration. The CREES Associate Director works with the REES M.A. students to help them design a research proposal and obtain IRB approval (if applicable), as well as identify appropriate faculty advisors and secondary readers for the

students' theses. The FLAS Coordinator dedicates 30% of her effort to advising CREES students. The Director and the Associate Director, as well as the FLAS Coordinator, have office space at CREES, ensuring their regular presence at the Center and availability to our students. CREES Faculty Associates frequently serve on CREES M.A. theses, special field/comprehensive exams, and dissertation committees. Finally, students are also mentored outside CREES. UM departments and professional schools have robust advising systems, with faculty assigned as undergraduate and graduate advisors. Faculty hold regular office hours to mentor students and supervise theses.

## **B.2 Oversight Arrangements**

CREES benefits from multiple levels of oversight and governance. CREES is led by a faculty director, generally serving a four year term, renewable. The director is appointed by the International Institute Director, with input from CREES Faculty Associates. Additionally, CREES is subject to oversight and regular administrative review by the Dean of the College of Literature, Science, and the Arts.

The CREES Director is expected to set the intellectual agenda and develop CREES programming, oversee budgets and staff dedicated to the center, work with departments and colleagues to promote area expertise, monitor faculty committees, and stimulate development activities by cultivating ties to people and institutions beyond UM in support of CREES. The CREES Program Manager Ostafin supervises CREES professional staff and manages all administrative and financial functions.

Additional oversight is provided by the CREES Executive Committee, which oversees annual budget allocations, reviews major faculty funding requests, provides programming suggestions, and monitors REES academic programs. Meeting 2-4 times per year, it has 7



members: the CREES Director and Associate Director, the Chair of the Slavic Department, 2 faculty elected for 2-year terms, one faculty member appointed by the Director for a 1-year term to ensure disciplinary diversity, and 1 graduate student elected by CREES Graduate Student Associates (REES and other graduate students pursuing REES-focused degrees in departments and professional schools). Slavic Librarian Janet Crayne reports periodically on collection development priorities (Appendix 1: 48).

### **B.3 NON-DISCRIMINATORY EMPLOYMENT PRACTICES**

The University of Michigan's commitment to diversity, equity, and inclusion is central to its mission as an educational institution. UM has launched campus-wide initiatives for recruitment and retention of minority faculty hires with STRIDE: Strategies and Tactics for Recruiting to Improve Diversity and Excellence, and the ADVANCE program. The latter addresses necessary institutional changes to support the needs of a diverse faculty in all fields across the university. The resources and programs of ADVANCE include the Network to Advance Faculty of Color and workshops to prevent gender and other bias in faculty recruitment, tenure, and promotion. To this end, UM has also developed the Faculty Recruitment Toolkit. As a non-discriminatory/affirmative action employer, UM specifically targets its recruiting practices toward increasing minority and women applicants, with emphasis on areas where underutilization has been determined.

The Diversity, Equity and Inclusion (DEI) Initiative, launched in 2015, is a recent step taken to institutionalize UM's commitment to broadening diversity and strengthening inclusivity for faculty and staff. The DEI Initiative explicitly includes disability issues within its mandate. Key goals are to promote a university culture that discourages individual bias while working to eliminate institutional bias and to provide individuals a sense of belonging and the opportunity to

contribute to the whole. An important component of the DEI initiative was the creation of the position of Vice-Provost for Equity and Inclusion, which underscores UM's structural commitment to issues relating to diversity and inclusion.

In addition to the university-level work of the Office of Diversity, Equity and Inclusion, smaller units also organize their own DEI committees and initiatives. Within the International Institute, there are several DEI advocates (including CREES support staff Brichta, Burnett, and Graves) who organize periodic informal discussions for fellow staff members.

CREES has made much progress in this area thanks to recruitment and retention efforts designed to overcome barriers. Women have been well represented at all levels of the CREES administration, including its directors (14 of the past 20 years). Tenured/tenure-track female CREES faculty nearly quadrupled from 1989-90 to 2013-14 (5 to 19), and have continued to rise steadily. In 2017-18, 41% of the tenured/tenure-track CREES faculty were female (21). Tenured faculty associates include 1 female and 1 male of Hispanic ethnicity. To support professional development of all Center faculty, CREES provides conference travel grants for all ranks and ages.

## **C. IMPACT AND EVALUATION**

**C.1 Impact on UM, the Community, the Nation:** *N/A for FLAS-only applicants.*

**C.2 Addressing National Needs:** *N/A for FLAS-only applicants.*

### **C.3 Equal Access and Treatment**

The University of Michigan does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions. UM subscribes to ED's General Education Provisions Act (GEPA) and is compliant with the Americans with Disabilities Act. UM has reemphasized in the past 25 years

its historic commitment to making higher education accessible to all with campus-wide initiatives for targeted pipeline and bridge programs for students from underrepresented groups (i.e., Wolverine Pathways). UM's Diversity, Equity and Inclusion (DEI) Initiative, described above (p.7), is the newest endeavor to meet these aims, for which the university has committed \$85 million in campus efforts. As noted earlier, smaller units within the university such as the International Institute, are part of this initiative and are implementing their own plans and priorities for improving diversity, equity, and inclusion.

The Rackham Graduate School, of which the REES M.A. program is a part, has made significant progress in its efforts to attract, recruit, and retain a highly qualified, diverse graduate student community. UM regularly participates in the Survey of Earned Doctorates, a census conducted by the National Science Foundation (NSF) that provides data on the demographic characteristics of doctoral recipients. In the latest data available (2012-2016), UM ranked at least 12th in number of doctorates from each U.S. minority group. Much of this success is owed to the long-standing Rackham Merit Fellowships (RMF) program, which offers financial assistance to outstanding graduate students who might not otherwise be able to pursue higher education. Originally designed for doctoral students, the RMF program has been expanded to include fellowship opportunities also for Masters-level students, including those in the professional schools. To further strengthen these efforts, Rackham has hired its first Minority Serving Institutions (MSI) coordinator to develop new partnerships between UM and MSIs.

For its part, CREES strives to increase diversity among its students by actively advertising its B.A. and M.A. programs, summer travel grant competitions, FLAS fellowships, and its event series through a wide-range of student, faculty, and staff lists with the aim to spread the word as broadly as possible. More details on advertising for the FLAS fellowship program will be

detailed in Section J (p. 48). From 2010-18, 62% of FLAS recipients (98 of 157), 48.7% of REES M.A. graduates (19 of 39), and 37% of REES M.A. matriculants (17 of 46) were women. Since 2010, 7.7% of REES M.A. graduates were Hispanic females (3 of 39). One Hispanic male in the REES M.A. program received an academic-year FLAS in 2017; he is also a first-generation college student and on target to graduate in 2019 with a dual degree in Public Policy. Seven first-generation college students have enrolled in the REES M.A. program since 2012. We have seen steady numbers of students of color in our CREES and Slavic B.A. programs since 2010 as well. REES and Russian B.A.s were awarded to 4 Asians, 1 African American, and 4 Hispanics from 2010-17 (12.9%, 8 of 62). REES and Slavic Languages and Literatures (SLL) minors went to 4 Asians, 1 African American, and 2 Hispanics in the 2010-2017 period (6.5%, 7 of 107).

The CREES event series puts utmost importance on giving voice to a diversity of speakers and exposing our students to a wide range of ideas. For a recent year-long series theme, in 2016-17, CREES collaborated with the Weiser Center for Europe and Eurasia to create the Minorities Series, which focused on the fates and challenges various minorities face, from ethnic and racial groups to people with disabilities and members of LGBT communities.

#### **C.4 Evaluation Plan**

##### ***Use of Recent Evaluations to Improve the Program***

UM has implemented many program evaluation protocols that are relevant to CREES at the university and school/college level. As a part of the institutional reaccreditation process, the university is evaluated on five criteria: mission and integrity; preparing for the future; student learning and effective teaching; the acquisition, discovery, and application of knowledge; and engagement and service. For the most recent reaccreditation in 2010, the university chose to

conduct a special-emphasis study on internationalization for self-study. Key recommendations included the following: 1) include international components in all levels from introductory courses to graduate education; 2) develop varied and multiple opportunities to use a foreign language in courses and research; 3) continue to offer on-campus instruction in a broad array of less commonly taught languages (LCTLs); 4) expand and diversify the range, location, and type of education abroad opportunities; 5) make student financial support for overseas program participation a top priority; and 6) centrally coordinate safety and emergency procedures and create standard processes, policies, and support services for education abroad. Implementation of the study recommendations have resulted in 174% increase (2008-17) in the number of students engaging in education abroad activities annually (p. 44).

In addition to the accreditation of the university as a whole, professional schools and their degree programs are accredited by their respective professional associations with periodic reaccreditation that requires self-study as well as external evaluations. For liberal arts programs, the College of Literature, Science, and the Arts (LSA) Curriculum Committee, composed of faculty representatives from across the College and chaired by the Dean of Undergraduate Education, reviews and approves all new proposals and updates to majors and minors. Proposals for new majors and minors are assessed on need, adequacy of resources, and academic quality. All new majors must also be approved by the Michigan Association of State Universities, comprised of all public universities in the state.

M.A. programs undergo a comprehensive evaluation by the Rackham Graduate School every four years. The purpose of this review is to strengthen collaboration between the Graduate School and the program, and to develop a better understanding of the scope and status of graduate education in the program, the challenges that it may face, as well as the opportunities

available for improvement. The Graduate School conducts a survey of graduate students about their experience and prepares detailed program-specific data on various dimensions of the program and its outcome for students. This information provides the basis for a focused discussion by program faculty and associate deans of the Graduate School that considers the current status of the program, reviews best practices across graduate education, and looks at the direction of the program. In the most recent review of International Institute centers in 2015, the REES M.A. program was highlighted for several strengths, including: recruitment activities for new admits (e.g., hosting meals with faculty on recruitment day to give the prospective students a better sense of our faculty); requiring M.A. students to attend CREES noon lectures as part of the curriculum; and for restructuring a mandatory course into a seminar on how to write the M.A. thesis. Many of the areas for which CREES was commended have since been incorporated into other programs throughout the International Institute.

All courses, instructors, and teaching assistants are evaluated at the end of the term; course evaluations are anonymous and include both multiple-choice and open-ended questions. All instructors receive summaries of their course evaluations, which include their own scores as well as median scores for the university as a whole and for their school/college. The Center for Research on Teaching and Learning (CRLT) provides individual faculty consultation on how to interpret course evaluations and to make improvements, as well as seminars and workshops on teaching strategies and best practices. Teaching evaluation, including course evaluation and classroom observation, is a key component of lecturer reappointment and promotion; it is also a component of faculty tenure and promotion.

The University of Michigan also conducts regular surveys of its student body both internally and in collaboration with wider studies of higher education outcomes, and uses the

results to improve the experience of students on campus and their subsequent outcomes. For example, University of Michigan Asks You is an annual survey of all currently enrolled undergraduates that is also a part of a national project called Student Experience in the Research University. The Career Center gathers placement information for bachelor's degree recipients annually in the First Destinations survey. The results are tabulated by major and shared with relevant departments.

**FLAS Evaluation Plan:** The CREES FLAS evaluation plan is designed to align CREES efforts towards achieving its internal goals with the tracking measures used by ED to evaluate the success of the FLAS Program as a whole. The overarching and specific evaluation questions, as well as proposed measurement instruments are listed in Table 1.

**Table 1: FLAS Evaluation Plan**

<b>Contribution of REES Training Program to Improving Specialists Supply and Diversity</b>	
<b>Question 1:</b> To what extent are students placed into post-graduate employment, education, and training in areas of national need that require REES skills?	
How do placement rates evolve over time?	Administration of FLAS tracking survey.
How effective are efforts to increase placements, and which of those should serve as best practices?	Comparative analysis of efforts across International Institute centers, using placement data and exit/follow-up surveys.
How can overall efforts be improved?	
<b>Question 2:</b> What barriers are reported from students who started a FLAS application, but didn't submit it?	
What reasons are given by students who start but do not finish a FLAS application?	Survey student experience of FLAS application process (FLAS coordinators, yearly).
How can potential barriers be addressed?	International Institute-wide analysis of efforts.
<b>Question 3:</b> To what extent do students increase their proficiency levels (for reading, writing, and listening/speaking) through enrollment in advanced REES language classes?	
How does proficiency improve over time, broken down by language skill?	Administration of proficiency tests at end of courses.
How can these efforts be improved?	International Institute-wide collaboration in determining best practices.

The evaluation plan will be implemented alongside CREES's existing efforts at evidence-based programming based on data collection and evaluation, and will be enhanced by the fact that the International Institute and other area studies centers are committed to a comprehensive and objective evaluation.

### **C.5 Student Placements in Areas of National Needs and Efforts to Increase Placements**

CREES has had significant success in preparing regional specialists for employment in fields that require advanced language skills and area studies knowledge. CREES graduates are uniquely positioned to pursue careers considered valuable for the national interest since the entire REES region (Russia/East Europe and Central Asia/Inner Asia) was included in the areas of national need as recently defined by the Secretary of Education in consultation with federal agencies. Additionally, our graduates are well-trained in many of the languages that were deemed priorities among less-commonly taught languages. Of REES languages taught in 2017-18, the following 8 are on ED's list of 78 priority LCTLs: Armenian, Bosnian/Croatian/Serbian, Persian, Polish, Russian, Turkish, Ukrainian, and Uzbek (all offered on campus, except for Uzbek via videoconferencing). In 2017, Russian was identified as a national need by 7 federal agencies and departments; Persian and Turkish by 5; Armenian, Ukrainian, and Uzbek by 3; and Serbian/Serbo-Croatian by 2.

While CREES graduates already have a strong record in pursuing careers in government, education, business, and the non-profit sectors (discussed in detail on p. 15-17), CREES and the International Institute are establishing new mechanisms to improve student placement in areas of national need. The International Institute is an active member of the International Career Pathways (ICP) network, with at least 1 academic services staff member participating on the



planning committee each year. This group brings UM students together with educators and employers to explore pathways to international careers through opportunities for significant experiences abroad (work, internships, volunteering, and research) and international education, both on-campus and abroad. The ICP group hosts a series of talks each fall term that typically include sessions such as “Pursuing Global Careers: Dreams, Realities and Next Steps;” “Careers and Internships with the U.S. Department of State;” and “Global Health and Development Careers.” They also host an annual International Opportunities Fair, which typically brings more than 50 organizations. The fair allows students to meet representatives from organizations that offer international career options; work, internship, and volunteer abroad programs; fellowship and scholarship programs; and universities offering international degree programs.

In addition, the Weiser Center for Europe and Eurasia (of which CREES is a constituent unit) works closely with the College’s new “Opportunity Hub,” which encourages undergraduates to participate in internships as part of their liberal arts education. Finally, the International Institute plans in the near future to create a new staff position for a career services coordinator, who would provide tailored support to students seeking internships abroad and/or domestically, but with an international focus.

## **C.6 Improving the Supply of Specialists in REES**

The University of Michigan’s long-term contribution to the supply of specialists is evidenced by placement information assembled on 415 graduate-level REES alumni from 1992-2017 that we surveyed in 2018. Using the survey responses (which had a 38.7% response rate), as well as our close tracking of graduates and Google searches, we determined employment for 90% of the survey population (Table 2). Data on placements for 1992-2017 reported in Table 2 show that nearly 18% of UM REES M.A. recipients are currently employed in the federal government or

military. Approximately 4% of UM REES M.A. recipients are pursuing further graduate study and 13.7% are currently employed in higher education. More than 70% of REES-focused doctoral recipients from 1992-2017 and more than 60% of students who received both a REES M.A. and a PhD are employed in higher education.

**Table 2: Current Placements of UM REES M.A. and PhD Alumni, 1992-2017**

Sector	Center M.A.		Center M.A. & PhD		PhD Only	
	N	%	N	%	N	%
Federal/State Government	18	14.5%	3	10.7%	10	3.8%
U.S. Military	4	3.2%				
Graduate Study	5	4.0%			1	0.4%
Higher Education	17	13.7%	17	60.7%	187	71.1%
Primary/Secondary Education	1	0.8%				
International Organizations	2	1.6%			2	0.8%
Private Sector (For-profit)	43	34.7%	4	14.3%	28	10.6%
Private Sector (Non-profit)	16	12.9%	4	14.3%	12	4.6%
Seeking Employment, Out of Labor Market, Unknown	18	14.5%			23	8.7%
<b>Totals</b>	<b>124</b>	<b>100%</b>	<b>28</b>	<b>100%</b>	<b>263</b>	<b>100%</b>

Employment in higher education includes tenured/tenure-track faculty teaching in REES in 38 states across the nation. Of particular note is that UM alumni specializing in REES are currently teaching at all 11 of the current ED-designated Russia/East Europe National Resource Centers (NRCs). Other alumni are located at a wide variety of public and private institutions ranging from large research universities to small liberal arts colleges to technical schools. We also have strong representation throughout the federal government with our alumni employed by the Departments of Agriculture, Defense, Justice, and State; the U.S. Army; Federal Bureau of Investigation; Food and Drug Administration; the U.S. Forest Service's Russia, Europe, and Near East Program; the National Science Foundation; the U.S. Holocaust Memorial Museum; and the Library of Congress. These include the Senior Historian at the Department of Justice, Steven Coe; the U.S. Embassy's *chargé d'affaires ad interim* in Budapest, David Kostelancik;

and the U.S. Ambassador to Latvia (Nancy Bikoff Pettit). At the local government level, CREES alumna Karen Majewski was reelected the mayor of Hamtramck, Michigan in 2017 for her 4th term. The 32 alumni at non-profits include staff at IREX, the Open Society Foundations, the Center for the National Interest, ASEEES, and the Chicago Council on Global Affairs.

Our undergraduates have also excelled in applying their language skills and REES knowledge after graduation. Since the 2014-15 academic year, a total of 97 undergraduates have received Slavic Languages and Literatures (SLL) majors and minors and 17 students completed REES majors and minors. There have been an average of 24 REES and SLL graduates per year, which is at approximately the same level as in the previous funding cycle. Since 2015, approximately 14 students have specialized in REES through their B.A. in International Studies; as of Winter 2018, there were 14 International Studies majors focusing on REES.

Those undergraduates who received FLAS fellowships (upon reintroduction of the program in 2010) have had a very successful degree completion rate: 87% of 47 total students have completed their undergraduate studies and the remaining 13% are on track to graduate. Many of our undergraduates have gone on to further study and distinguished careers. Of particular note are a Fellow at Princeton University in Asia (Almaty, Kazakhstan); a doctoral student in history and a master's student in REES at Harvard University; 2 Fulbright fellows (in Russia and China); and a graduate of Columbia University's REES M.A.

Responses to questions in our 2018 survey about use of language and area studies skills are notable. Overall, 67% and 77% of respondents reported using their language and area studies skills, respectively, in their current jobs. CREES will continue to encourage students to pursue careers in areas of national need and in positions in which they use their REES skills through our academic programs, career events, and award of FLAS Fellowships. We will also continue to

track our impact through our REES/FLAS alumni surveys and to administer ED's biennial FLAS surveys of more recent cohorts (Evaluation Plan, p. 10-14).

One other important pillar of CREES activities to improve the supply of specialists on REES is its highly developed events series. The CREES lecture series and other rich, varied programming have a direct impact on our students' introduction to and development in the field, as it gives them opportunities to interact with established and rising stars in REES. The CREES public events program includes approximately 23 events each year—8 noon lectures, 1 Annual Copernicus Lecture, as well as conferences, films, exhibits, performances, and career talks by CREES alumni. In the past academic year, a total of more than 800 people attended our events. Nearly all CREES events have been video-recorded and later uploaded to the CREES YouTube account since 2010, thereby reaching an even wider audience (currently 62,149 total views of 111 videos).

### **C.7 FLAS Fellowships to Address National Needs**

In 2017-18, UM taught 8 priority LCTLs of national need as designated in the Secretary of Education's 2017 consultation with federal agencies: Armenian, Bosnian/Croatian/Serbian, Persian, Polish, Russian, Turkish, Ukrainian, and Uzbek. In Fall 2018, we will add a 9th priority LCTL to the UM language curriculum: Uyghur (p. 35). These languages are widely spoken in Russia, East Europe, and Central Asia, which have all been designated as world regions of national need. During the 2014-18 funding cycle, CREES awarded 100% of AY and 91% of Summer FLAS Fellowships for REES priority LCTLs. We anticipate similarly high levels of awards for priority LCTLs of national need with a new FLAS grant.

#### **D. INSTITUTIONAL COMMITMENT TO REES**

The University of Michigan has supported the study of REES since 1910, when it first began offering Russian language instruction. This commitment has been reinforced over the years through the establishment of the Department of Russian in 1939, the Department of Slavic Languages and Literatures (SLL) in 1952, and the Center for Russian Studies in 1961 (re-designated as the Center for Russian and East European Studies—CREES—in 1967 to recognize UM’s increasing research and training on Eastern Europe). UM reinforced its dedication to international and area studies in 1993 with the founding of the International Institute. Established for the enhancement of teaching and research on world areas and on issues that cross regions and disciplines, the International Institute fosters cooperation among UM’s area and international studies centers and with other departments, schools, and colleges, and performs cost-effective administrative services.

The International Institute supports REES faculty and students in many important ways. This includes helping to seed faculty positions, such as two Central Asia positions that were leveraged with previous Title VI funds: Douglas Northrop in history in 2003-06 and Pauline Jones in political science in 2010-14 (Appendix 1: 24, 37). The International Institute also provides funding support for faculty-led education abroad for student groups; student research, internships, and conference grants; academic-year FLAS Fellowship tuition shortfall awards (along with Rackham Graduate School and other schools and colleges); and advising staff who have had great success in recruiting for State Department Student Fulbright awards. For 12 years in a row, UM students also received the most Fulbright grants of any public university (including 14 awards for students traveling to the REES region since 2014). The International Institute also covers the majority of expenses for the annual M.A. recruitment days for accepted students and

assists in securing in-state tuition for Foreign Area Officers. Furthermore, the International Institute provides opportunities for staff professional development including attending conferences and recruiting fairs as well as case-by-case requests for funding for training or foreign language testing.

The International Institute has also received major grants in the last ten years that are advantageous to CREES. This includes two substantial grants from the Andrew W. Mellon Foundation, the first of which helped support LCTL instruction (Bosnian/Croatian/Serbian, Czech, and Persian) and other initiatives that were at risk due to previous cuts to NRC funding. This grant of \$750,000, which was awarded in 2012, allowed UM to continue to offer courses in three REES LCTLs as well as leverage CREES Faculty Associate Pauline Jones's Central Asian position in political science, mentioned above (p. 19). In 2013, the International Institute received a grant of \$3 million to establish the Digital Islamic Studies Curriculum (DISC), which is a collaborative initiative proposed and led by Professor Jones between UM and fellow members of the Big Ten Academic Alliance (BTAA) (p. 35). In the past several years, DISC has established a virtual curriculum among universities of the BTAA with the aims of developing and implementing high quality instruction in Global Islamic Studies. DISC has thus far offered a total of 18 undergraduate lecture courses and seminars in a range of disciplines. With faculty strengths in Islamic Studies, including REES faculty (p. 33), UM is a key course provider to other Big Ten institutions.

The commitment to REES from UM and the College of Literature, Science, and the Arts (LSA) is also evident in recent successes with private donors. In 2008, a gift from former U.S. Ambassador to Slovakia Ronald Weiser (2001-04) and his wife Eileen led to the establishment of the Weiser Center for Emerging Democracies (WCED) and the Weiser Center for Europe and

Eurasia (WCEE). WCED's initial focus was the study of democratization in Europe and Eurasia but now includes all world regions with an emphasis on democracy studies. CREES became a constituent unit of WCEE, which is also the administrative home of the Center for European Studies (CES), and the Copernicus Program in Polish Studies (CPPS). The current Director of CREES, Professor Zubrzycki, is also Director of the Weiser Center for Europe and Eurasia, the Center for European Studies, and the Copernicus Program in Polish Studies.

The College has also played a key role in securing gifts totaling \$2.2 million for the Armenian Studies Program (ASP).<sup>1</sup> Initially negotiated by CREES Faculty Associates in Armenian studies (Bardakjian and Suny, Appendix 1: 11, 43), the gift funds graduate and postdoctoral fellowships, conferences, and public lectures on Armenia, the Caucasus, and the region's connections with the Islamic world.

### *Operations*

CREES, CES, and CPPS remain distinct units, with separate governing bodies reporting to the International Institute Director. WCEE and WCED work collaboratively and operate under a shared staffing model strongly favored by LSA. Under the leadership of a single director, Professor Zubrzycki, WCEE units coordinate center-specific and cross-center events and ensure appropriate allocation of staff effort to each center's activities. Within this framework, CREES distributes its own endowment income earmarked for faculty and student research, teaching, collaboration, and public engagement that is focused on the institutions, cultures, and histories of Russia, East Europe, and Eurasia. The CREES mandate is to support language training and expertise-building in REES.

WCED contributes substantial financial support for REES beyond the \$268,335 for

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<sup>1</sup> ASP has at times been based at CREES (1981-98; 2005-07). From 1998-2005 and since Fall (FA) 2007, ASP has had the status of an independent International Institute unit.

CREES staff and operations in 2016-17 (Table 3). This includes an annual NGO Leadership Workshop in the REES region (Bratislava in 2015-17; Warsaw in Fall 2018). WCED also funds Professional Development Fellows from non-EU Eastern European countries and former Soviet republics. Approximately 8 fellows come per year for 4-6 weeks. In addition, CREES regularly works with other units on campus to dry-sponsor visiting scholars from our region. In Fall 2018 we look forward to hosting Irina Khutsieva, a theater director from Moscow, and Viacheslav Morozov, Professor of EU-Russia Studies, University of Tartu. These visiting fellows provide unique opportunities for our faculty and students to connect with experts from the region.

Two other major forms of university support for CREES are administrative services and campus facilities. UM has assumed the full cost for staff processing ED grant-related financial and HR transactions as part of a university-wide consolidation of administrative services to maximize efficiency and cost-effectiveness. The physical location of CREES is also a sign of major institutional support. CREES relocated to Weiser Hall in 2017, upon its renovation and reopening, with a total construction budget of \$49 million. The International Institute occupies 3 and a half floors of the building, which represents a 30% increase of square footage (from 18,000 square feet to 25,000) over its previous location. CREES uses 3 offices that are dedicated solely to CREES administration, and 3 cubicles. A lounge adjacent to the CREES office suites as well as community spaces on the floors above and below are available to CREES students, who frequent them regularly. CREES also has access to 4 conference rooms that are utilized for teaching and events, as well as a premier event space on the top floor of the building for signature lectures, conferences, and receptions. Each of these rooms is outfitted with state-of-the-art audio-visual equipment including projection, sound, live-streaming, recording, and video-recording, and video-conferencing. Additionally, 6 meeting and conference rooms are equipped



with computers and projection systems to allow for presentations and video-conferencing. The spaces are staffed by technicians from the College's Instructional Support Services, who are onsite to provide support as needed.

**Table 3: UM Estimated Institutional Support for REES, 2016-17<sup>a</sup>**

<b>TYPE OF SUPPORT</b>		<b>TOTALS</b>
<b>Area Studies and Language Teaching Staff</b>		<b>\$4,800,045</b>
Language faculty salaries and fringe benefits	\$593,332	
Area studies faculty salaries and fringe benefits	\$4,206,713	
<b>CREES/CPPS</b>		<b>\$268,335</b>
Staff salaries and fringe benefits	\$157,326	
Events (lectures, conferences, workshops, outreach)	\$78,771	
Faculty and staff travel grants (N=18)	\$11,843	
Operating costs, supplies, other	\$20,395	
<b>WCED/WCEE</b>		<b>\$320,127</b>
Staff salaries and fringe benefits	\$93,400	
Visiting scholars and post-doctoral fellowships (N=7)	\$92,878	
Events (lectures, conferences, workshops, outreach)	\$5,665	
UM faculty grants (N=7)	\$16,000	
NGO Leadership Training, Bratislava	\$93,113	
Operating costs, supplies, other	\$19,071	
<b>Armenian Studies Program</b>		<b>\$227,700</b>
Staff salaries and fringe benefits	\$60,852	
Visiting scholars and pre- and post-doctoral fellowships	\$126,042	
Events (lectures, conferences, workshops, outreach)	\$30,745	
Operating costs, supplies, other	\$10,061	
<b>International Institute</b>		<b>\$58,230</b>
Staff salaries and fringe benefits	\$58,230	
<b>Slavic Department</b>		<b>\$1,000,296</b>
Staff salaries and fringe benefits	\$1,000,296	
<b>Slavic, East European, and Eurasian Studies Library</b>		<b>\$807,800</b>
Staff salaries and fringe benefits	\$420,529	
Acquisitions and exchanges	\$387,271	
<b>Student Support</b>		<b>\$5,813,090</b>
Undergraduate students	\$1,227,894	
Graduate students	\$4,585,196	
<b>TOTAL UM INSTITUTIONAL SUPPORT FOR REES</b>		<b>\$13,295,623</b>

<sup>a</sup> Faculty and staff salaries are prorated to reflect time devoted to REES (Appendix 1); fringe benefits are estimated at 31% for salaried employees and 8% for hourly staff. Data in Table 3 underestimate UM's financial commitment since they exclude items for which dollar amounts are unavailable [e.g., total REES faculty curriculum development; research and conference travel support; facilities and computing costs for area faculty and CREES/CPPS, WCEE/WCED, Slavic Department, and area library staff; and the REES share of operating costs and staff salaries and benefits at the Language Resource Center (p. 39) and for education abroad advising and administration (p. 19, 46)].

### ***Support for Teaching Staff***

The University of Michigan's commitment to Russian, East European, and Eurasian Studies is also evident in its covering of the full costs of salary and benefits for REES faculty, which amounted to more than \$4.8 million in 2016-17 (Table 3). That amount reflects only the percent of faculty members' time devoted specifically to REES (Appendix 1).

### ***Library Resources***

In 2016-17, UM provided \$807,800 for staff and acquisitions for the Library's Slavic, East European, and Eurasian collection (Table 3).

### ***Linkages with Institutions Abroad***

For more than 30 years, CREES has developed relationships with numerous overseas institutions (particularly in Armenia, Bosnia, Czech Republic, Estonia, Hungary, Poland, Russia, Slovakia, Ukraine, and Uzbekistan) for various projects including student and faculty exchanges, research, distance courses, and teacher training. Thanks to Weiser Professional Development Awards that support short-term faculty visits to Ann Arbor to seed research collaborations in units across the university (\$25,000 to \$40,000 per year since 2009), UM has developed new connections with institutions in several other REES countries (Georgia, Kazakhstan, Kosovo, Kyrgyzstan, Lithuania, Macedonia, Moldova, and Serbia).

CREES also has expanded student internship opportunities in the region with funding support from WCEE. In Summer 2017, 23 UM undergraduate students completed internships with such organizations as POLIN Museum of the History of Polish Jews; the Adam Mickiewicz Institute; the Fulbright Commissions in Warsaw and Bratislava; the Youth Initiative for Human Rights and GONG in Zagreb; the National Coastal Agency and European Movement in Tirana; the Subversive Front and Studiorum in Skopje; and the Post-Conflict Research Center in

Sarajevo. This summer, 31 undergraduate students hold internships in the above-mentioned organizations as well as the newly added Kosovar Institute for Policy Research and Development in Prishtina. Another new internship location in 2018 is a for-credit program with the Russia World Cup in which five UM Kinesiology undergraduates (Sports Management majors) are participating in June-July 2018.

CREES signed a Memorandum of Understanding (MOU) with the National Research University Higher School of Economics, St. Petersburg (HSE) in May 2017. The MOU builds on many years of informal exchanges and research projects among UM and HSE professors and graduate students. Both universities deemed it crucial to keep open avenues for academic collaboration between Russia and the U.S. In the first year of our MOU, CREES hosted Vladimir Uspenskii, a PhD student in HSE's Department of History, who worked closely with CREES faculty Professor Valerie Kivelson and with the broader CREES community during his three-month fellowship. HSE has also issued official invitations for several CREES graduate students, faculty, and staff to travel to Russia in the coming months. At a time of worsening diplomatic relations between Russia and the U.S., maintaining such inter-institutional relationships is mutually beneficial and critically important.

Similarly, the Copernicus Program in Polish Studies (CPPS) renewed in 2018 a Memorandum of Understanding with the Robert B. Zajonc Institute of Social Studies (ISS) at the University of Warsaw. This ongoing relationship is beneficial to the CREES community, as it allows for important intellectual exchange with this prestigious Polish university. In Fall 2017, CPPS hosted Andrzej Turkowski, a PhD student from ISS. During his six week fellowship, Turkowski worked closely with CREES and CPPS Director Zubrzycki, who provided extensive feedback on his dissertation and on an article that recently appeared in the prominent journal

*East European Politics and Societies*. Turkowski, in turn, was an active participant in the CREES community and shared knowledge and perspectives from his research in Poland.

CPPS has also worked with the University of Warsaw to organize international conferences, including “Contemporary Interpretation of Historical Legacies in East Central Europe” in 2016. The 2-day event took place in Warsaw at the POLIN Museum of the History of Polish Jews, with which CPPS signed an MOU in 2014. Several CREES Faculty Associates participated in the conference. Additionally, CREES strengthens its ties in Poland by sponsoring faculty and student initiatives with POLIN as well as with the Adam Mickiewicz Institute. WCEE supports student travel to Poland each year for research or internships, issuing a total of six student travel grants in 2017-18 alone.

***Support for Outreach Activities: N/A for FLAS-only applicants.***

#### ***Support For REES Students***

Support for REES students from departments and schools across UM significantly enhances CREES’s capacities to ensure continued recruitment of highly qualified students (Table 3). Graduate students received a total of \$4,585,196 in funding during 2016-17, which included tuition and fees to “top off” FLAS Fellowship institutional payments, Graduate Student Instructorship awards, summer grants, and conference travel grants. This support came from the Rackham Graduate School; the International Institute; the College of Literature, Science and Art; as well as CREES, WCED, and home departments.

REES undergraduates received a total of \$1,227,894 in the 2016-17 academic year. CREES, CPPS, WCED, the International Institute, the College, and other departments across the university provided the funding to support summer grants, language awards and scholarships, and other department fellowships.

Overall, UM's calculable commitment to REES in 2016-17 was \$13,295,623. While this is significant support, FLAS academic-year awards remain a vital component in recruiting excellent M.A. students, who otherwise have limited funding options from UM. Our graduate academic-year fellowships are the most competitive (averaging a 13.5% acceptance rate during the past four academic years) of all CREES FLAS competitions. We therefore seek 9 graduate academic-year FLAS fellowships per year, along with 2 undergraduate AY awards (p. 47). Since the FLAS summer fellowships are the most efficient and cost-effective manner for students to improve their language skills, we request 5 summer fellowships.

## **E. STRENGTH OF LIBRARY**

### **E.1a. Strength of Holdings in REES**

The University of Michigan's Slavic, East European, and Eurasian collection ranks among the top ten in the U.S. in size, scope, and depth. It is especially strong in history, social sciences, literature and language, and art history. Geographic coverage can be generally summarized as countries and regions formerly part of the Soviet Union, Eastern and Southeastern Europe, and also including Albania, Mongolia, and Modern Greece. The largest portions of titles in the vernacular collection are in East Slavic, West Slavic, and South Slavic languages, respectively. Materials acquired in the past 5 years exhibit increased coverage in non-Russian languages (Table 4).

Unique holdings in the collection include *Bibliography of Bosniaca at the University of Michigan Library*; posters and other ephemera published during the siege of Sarajevo in the 1990s; Polish Solidarność ephemera; the archives of Ardis, the renowned publisher of Russian/Soviet literature and criticism; the *Azad and Margaret Hogikyan Armenian Studies Collection*; and the *Fan and Stephen Parker Vladimir Nabokov Collection*. In the past decade,

the Library has begun to focus attention on its Central Asian, Caucasian, and Modern Greek studies collections, all of which have strong programs at UM.

**Table 4: Russian, East European, & Eurasian Holdings (April 26, 2018)<sup>a</sup>**

Language	Monographs in Vernacular	Current Standing Orders <sup>b</sup>	Titles in Other Languages <sup>c</sup>	Non-Print Materials <sup>d</sup>
Russian	247,487	77,288	62,587	288,553
Polish	64,174	20,620	18,825	63,654
Bosnian/Serbian/Croatian	59,397	14,961	18,284	34,177
Czech & Slovak	23,693	6,864	10,045	34,675
Armenian	13,495	4,070	6,750	10,235
Ukrainian	11,803	3,682	11,526	13,934
Bulgarian	11,042	3,736	4,304	12,170
Modern Greek	25,562	1,168	26,598	16,344
Uzbek	10,955	3,456	1,837	1,621
Kazakh	7,394	2,374	2,089	1,075
Romanian	6,999	2,194	8,116	10,458
Hungarian	6,908	2,196	7206	21,774
Other Central Asian	6,621	2,077	2,620	2,182
Azerbaijani	6,234	1,974	1434	1,373
Yiddish/Hebrew	4,888	2,094	692	56,785
Belarusian	3,485	206	2,156	2,391
Other area languages	3,427	797	10,549	5,399
Baltic	3,026	925	4,647	6,879
<b>Total</b>	<b>516,590</b>	<b>150,682</b>	<b>200,265</b>	<b>583,679</b>

<sup>a</sup> Does not include ~4,500 REES volumes in the Law and Business Libraries. <sup>b</sup> Serials and monographs in series.

<sup>c</sup> Vernacular works about an area or works in a West European language (primarily English, German, French, and Italian). <sup>d</sup> Microforms, electronic formats, etc.

The UM Library prides itself on the development and acquisition of electronic holdings. Specifically in REES, the Library purchases numerous categories of remote electronic resources including about 600 journal subscriptions published in or about Central European countries, through *Central and Eastern European Online Library* (CEEOL). The Library was very fortunate to receive a generous gift of more than \$750,000 in 2015 for the acquisition of Russian publications, which has allowed the Library to purchase discounted packages of serial aggregations from East View Press, the major publisher of electronic resources in our field.

East View Publishing is considering digitization of the Library's ephemera from the 1991 and 1996 Russian Presidential Elections. If this project is approved, UM will receive the digital version, free of charge, and will receive royalties on the first four outside purchases. The Library

is also currently working with East View Publications to digitize the Soviet *Akademiia nauk* sets of Russian writers, as well as the publications that derived from the Russian Imperial Geographic Society. The same business arrangement with East View will apply.

The Midwest Slavic and Eurasian Library Consortium, of which UM is a part, has worked with East View Press to improve user access to specific electronic resources, including the online version of the Russian National Bibliography, the Stalin Digital Archive, and the Russian Academy of Sciences Institute of Social Sciences Bibliographies. Because these suggested improvements were backed by the Consortium's 13 Slavic specialist librarians, the Library successfully negotiated the purchase of better products with more accessible content for each institution. In addition to the titles listed above, the Library has purchased 16 digital archives including *LEF*, *Vestnik Evropy*, *Pravda*, *Izvestiia*, *Krokodil*, *Niva*, and *International Affairs*. Finally, in Fall 2017 the Library established a Russian language film DVD approval plan for approximately 165 titles/year and also acquired the 6,400-title database, *Essential Russian Classics*. The Library's unique collection and broad access to electronic resources makes it one of the best in North America.

### ***Institutional Financial Support***

In 2016-17, UM provided \$387,271 for REES acquisitions. The staff budget (\$420,529, including fringe benefits) supports 6.1 FTE: 2.6 professional librarians and 3.5 Slavic cataloguers.

### **E.1b. Access to Materials beyond the University of Michigan**

The UM Library was one of the founding members of HathiTrust, an electronic database of over 5 million scanned library full texts no longer restricted by copyright. These materials are accessible through the Library's online catalog. As a member of the Center for Research

Libraries (CRL) consortium of over 200 university and research libraries in the U.S. and abroad, UM shares selection of, and access to, major paper, microform, and digital resources purchased by CRL. As a member of CRL's Slavic and East European Materials Project (SEEMP), UM has access to all resources preserved by members. This consortial agreement efficiently supports the sharing of cataloging capacity and language expertise among the 30 SEEMP institutions, by maximizing institutional cataloging strengths. UM was the project's coordinating institution, and will be receiving the Association for Library Collections and Technical Services award for Outstanding Collaboration Citation in 2018.

## **F. QUALITY OF REES NON-LANGUAGE INSTRUCTIONAL PROGRAM**

### **F.1 Quality and Extent of CREES Area Studies Course Offerings**

In 2016-17, 195 non-language courses with at least 25% REES content were offered across 21 departments in the College of Literature, Science, and the Arts and 9 professional schools (Table 5). Enrollments totaled 4,801 (4,046 undergraduates and 755 graduate and professional students (Appendix 2). Courses on the region's cultures, histories, literatures, and politics are particularly well represented. Those courses are offered at all levels, from undergraduate introductory courses with no prerequisites to advanced seminars for doctoral students. These included 31 lower-division undergraduate (16%), 88 upper-division undergraduate (45%), and 76 graduate courses (39%).

#### ***Professional School Offerings***

CREES actively encourages the offering of REES-related courses at professional schools, and works closely with CREES Faculty Associates toward that goal. CREES has tenured/tenure-track faculty associates in 7 different UM schools (Appendix 1). Notably, the current Associate Director of CREES is Professor Elizabeth King, from the School of Public Health. We are proud



that for the past several years the schools of Architecture; Business; Education; Law; Music, Theatre, and Dance; and Public Policy have offered REES-focused courses.

**Table 5: Area Studies Courses by Discipline, 2016-17<sup>a</sup>**

<b>LSA Disciplines/ Professional Schools</b>	<b>100% REES</b>	<b>25-99% REES</b>
<b>College of Literature, Science, and the Arts</b>		
Anthropology – Cultural	4	7
Classical Archaeology		1
Communication Studies		4
Comparative Literature	2	5
Economics		4
English	1	1
Environment		1
German		2
History	11	19
History of Art		6
International Studies		5
Judaic Studies		5
Near Eastern Studies	3	1
Philosophy		1
Political Science	5	15
Residential College	2	3
REES	6	
Screen Arts & Cultures		1
Slavic	40	
Sociology	5	6
Women's Studies	1	
<b>Professional Schools</b>		
Architecture	4	1
Art & Design		2
Business		3
Environment & Sustainability		1
Law		9
Music, Theatre, & Dance		3
Officer Education		1
Public Health		1
Public Policy		3
<b>Total Area Studies Courses</b>	<b>84</b>	<b>111</b>

<sup>a</sup> Cross-listed courses are counted only once and in their home departments.

REES content were cross-listed between two or more departments (78 courses cross-listed out of 292 offered) (Appendix 2).

## **F.2 Interdisciplinary Offerings for Undergraduates and Graduates**

The University of Michigan is renowned for providing an exceptionally interdisciplinary environment, as illustrated by its support for centers and institutes explicitly dedicated to interdisciplinary study and research (e.g., the International Institute and the Institute for the Humanities), as well as its promotion of joint faculty appointments across departments within the College and across schools. For example, a third of CREES faculty members (tenured and tenure-track) hold joint appointments. This commitment to interdisciplinarity also finds expression in our course offerings. Of the courses offered in academic years 2016-17, 2017-18, and those planned for 2018-19, nearly 26.7% of all area studies courses with at least 25%

### ***For Undergraduates***

Each year CREES offers interdisciplinary undergraduate surveys on the Russian Empire, USSR and Successor States, and on Eastern Europe. These courses include content in history, social sciences, literature, and film. Professor Douglas Northrop has taught “From Genghis Khan to the Taliban: Modern Central Asia,” an interdisciplinary undergraduate survey on Central Asia, every other year since his appointment with Title VI leveraging. The course provides an overview of modern Central Asian history, giving particular attention to the economic, environmental, political, artistic, and cultural legacies of the region’s encounter with major imperial systems (Russian, British, Chinese) since 1750. Other interdisciplinary courses include a Slavic Languages and Literatures (SLL) arts and culture undergraduate survey on Central Europe (incorporating literature, film, art, music, and history); Olga Maiorova’s “Russian Culture and Ideology” (intellectual history, literature, and nationalism studies); and Zvi Gitelman’s “The Politics of Modern East European Jewry” (history, politics, and religion).

### ***For Graduate Students***

The Rackham Graduate School supports a vibrant series of interdisciplinary graduate workshops, including several with strong contingents of students specializing in REES (e.g., Avant-Garde Interest Group, Eurasia Collective).

### **F.3 Sufficient Supply of Teaching Faculty**

CREES currently has 51 tenured and tenure-track core faculty (47 tenured, 4 tenure-track), drawn from 17 liberal arts departments and 7 professional schools, whose teaching and research mainly focus on REES (Appendices 1 and 2). CREES boasts long-standing faculty breadth and depth in the core area studies disciplines of History, Political Science, and Slavic Languages and Literatures, as well as in area-focused Anthropology (Appendix 1). CREES also has a large

number of tenured and tenure-track faculty in REES-focused Film Studies (Aleksić, Eagle, Fehérvári); Islamic Studies (Göçek, Hagen, Jones, Knysh, Northrop); Judaic Studies (Krutikov, Norich, Paloff, Spector, Toman, Veidlinger, Zaborowska, Zubrzycki); and Sociology (Anderson, Göçek, Zubrzycki). Prominent regional strengths include Russian, Polish, Armenian, Southeast European, and Central Eurasian studies.

### ***Pedagogy Training for Instructional Assistants***

First-time teaching assistants [Graduate Student Instructors (GSIs), as they are called at UM] for CREES survey courses must participate in a 2-day orientation program organized by UM's Center for Research on Learning and Teaching (CRLT). All other departments have mandatory GSI training for teaching in their areas. GSIs work under the close supervision of professors and lecturers, who provide pedagogical advice and evaluate their work in the classroom. CRLT supplements departmental training by offering programs throughout the academic year that enhance teaching skills and by providing confidential consultations and feedback through review of videotaped classes. (For Slavic and other language departments, see p. 38-39.)

### **F.4 Depth of Specialized Course Coverage**

The University of Michigan's REES instruction is distinguished by the depth and breadth of courses taught by regular and occasional visiting faculty in the social sciences (including history) and humanities (Appendix 2). In 2016-17, faculty in the Department of Slavic Languages and Literatures taught 11 introductory REES literature and culture courses, 12 graduate seminars on Russian and other Slavic literatures, along with 53 other undergraduate and graduate courses covering a wide range of Slavic literatures and cultures. In 2016-17, History faculty offered 49 REES courses covering particular times, places, and topics, including undergraduate and

graduate offerings in Armenian, Balkan, Central and East European, Central Asian, and Russian history.

The interdisciplinary REES undergraduate major and three minors also demonstrate the depth of REES courses and the opportunity for students to advance through a sequence of classes from the more general to the more specific. The REES major requires a minimum of 30 area studies hours, including one “gateway” survey course on Russia/Soviet Union, Eastern Europe (EE), or Central Eurasia (CE); a minimum of 20 hours of 300-400 level courses satisfying a geographic distribution (at least one 3-credit course each on Russia/Soviet Union, EE, and CE) and a disciplinary distribution (at least one 3-credit area studies course each in arts/culture, history, and social science); and a “capstone” senior seminar. CREES minors in Russian Studies, East European Studies, and Central Eurasia Studies allow students to focus on one geographic area; they require at least 15 hours (3 300-400 level courses, the relevant survey course, and the same disciplinary distribution as for the REES major).

## **G. QUALITY OF REES LANGUAGE INSTRUCTIONAL PROGRAM**

### **G.1 Instruction in REES Languages and Enrollments**

UM offers a broad range of area languages during the academic year and in its Summer Language Institute (Table 6 and Appendix 2) and also facilitates off-campus language study (p. 36). In 2016-17, 65 courses were taught in 12 modern REES languages: Western Armenian, Eastern Armenian, Bosnian/Croatian/Serbian, Czech, Modern Greek, Persian, Polish, Russian, Turkish, Ukrainian, Uzbek, and Yiddish. On demand, students may take Classical Armenian and Ottoman Turkish.

**Table 6: REES Language Offerings & Enrollments, 2016-17**

Languages	Enrollments	Levels & Terms Offered (Academic Year=AY; Spring=SP; Summer=SU)
	2016-17	
Armenian (Western)	12	1st & 2nd yr., alternate AY; directed reading for 3rd & 4th yr., AY
Armenian (Eastern)	2	1st & 2nd yr., on demand
Bosnian/Croatian/Serbian	37	1st & 2nd yr.; directed reading for 3rd & 4th yr., AY
Czech	10	1st & 2nd yr., alternate AY; directed reading for 3rd & 4th yr., AY
Modern Greek	55	1st to 3rd yr., AY
Persian	62	1st to 3rd yr., AY
Polish	49	1st to 4th yr., AY
Russian	205	1st to 5th yr., AY; Heritage I & II, AY; 1st & 2nd yr. Intensive, AY; 1st & 3rd yr. Intensive, SP; 2nd yr., Intensive, SU
Turkish	21	1st to 3rd yr., AY
Ukrainian	18	2 levels, AY; directed reading for 2 other levels, AY
Uzbek	7	1-3 levels, on demand distance courses, AY
Yiddish	9	2 levels, AY
<b>Enrollment Total</b>	<b>487</b>	

Our language offerings also include distance courses in Uzbek (1-3 levels) made available through the Big Ten Academic Alliance CourseShare Program (BTAA).<sup>2</sup> Given the Center's commitment to strengthening Central Eurasian studies, and with outstanding technical and logistical support from UM's Language Resource Center, since 2008-09 CREES has arranged more than 20 distance Central Asian language courses from Indiana University (IU), University of Wisconsin, and Ohio State University (OSU) to meet student needs. CREES has collaborated with OSU to offer distance 1st and 2nd Year Uzbek each year, with distance 3rd Year Uzbek courses from IU as needed. Because of the strong interest demonstrated by students of our Central Eurasianists (Professors Northrop and Jones), we plan to offer Introductory Uyghur in 2018-19 via videoconferencing with Indiana University (Appendix 3). CREES also facilitates access to intensive summer language options at other campuses, such as the Central Eurasian Studies Summer Institute at the University of Wisconsin.

<sup>2</sup> The Big Ten Academic Alliance (BTAA) CourseShare Program facilitates sharing of specialized graduate and low-enrollment language courses among the 14 member universities. Students at receiving universities pay their home tuition, with no tuition dollars transferred to sending institutions.

As part of the Albanian Initiative discussed earlier (p. 2), we plan to begin offering Albanian language courses by the end of the funding cycle. Albanian language is critical to the overall aims of the Initiative and is another priority language of national need.

### ***Language Enrollments***

In 2016-17, total on-campus REES language enrollments were 487 (71 graduate students, 416 undergraduates) (Table 6). Since the 2013-14 academic year, enrollments have increased for the following REES languages: Uzbek (75%), Czech (60%), Armenian (55%), Bosnian/Croatian/Serbian (BCS) (37%), Russian (20%), and Persian (13%). The number of students enrolled in Ukrainian courses doubled (from 9 to 18) during that period. Russian continues to lead in absolute numbers, with a total of 205 enrollments in 2016-17. On average, 12 undergraduates take intensive Russian courses in the Spring and Summer terms. During 2014-18, 15 students pursued off-campus language study abroad with FLAS support: Poland (5), Russia (5), Czech Republic (3), Latvia (1), Georgia (1), and Kyrgyzstan (1).

In the past two academic years we have offered scholarships of \$1,000 to undergraduates enrolled in Czech or Polish language course for two consecutive terms. Such incentive programs have helped in increasing enrollments (Appendix 2).

### **G.2 Multi-Level Language Instruction**

Five levels of Russian, 4 levels of Polish, and 3 levels of Modern Greek, Persian, and Turkish are offered each year (Table 6). Three levels of intensive Russian are also available at UM's Residential College in the academic year and through UM's Summer Language Institute. Two levels of Armenian, BCS, Russian for Heritage Speakers, Ukrainian, and Yiddish are taught each year. Czech is taught each year, alternating between the first and second year levels. Advanced levels of all classes are available as directed reading courses. Two levels of distance Uzbek were

offered in 2016-17 and 3 levels in 2017-18. We will continue to offer distance Uzbek from IU (advanced) and OSU (elementary and intermediate) depending on the current students' levels.

### ***REES Language Courses in Other Disciplines***

Slavic Languages and Literatures (SLL) and CREES have been strong advocates for language study in courses other than language, linguistics, and literature. CREES faculty, particularly in History, regularly assign vernacular materials in graduate-level courses (e.g., Northrop's "Graduate Colloquium in Central Eurasian History") and offer independent study courses to students seeking additional experience with vernacular materials. This past winter term, CREES also helped promote an online class on Islam, taught in Russian (via Coursera, the online education platform) by Professor Alexander Knysh, affiliated with CREES, together with faculty from St. Petersburg State University. Such courses offer a unique and convenient new option for maintaining and developing foreign language skills, while gaining topical knowledge as well. As they are free for the general public to audit, they also contribute to CREES's outreach. The course is being offered again this month and will be available periodically throughout the year on the Coursera site.

### **G.3 Faculty Available for Language Teaching**

Slavic languages are primarily taught by 8 lecturers (6.83 FTE), supplemented by 2 GSIs (for 1st and 2nd Year Russian). In addition, SLL tenured faculty Khagi, Makin, and Maiorova teach an Advanced Seminar in Russian (RUSSIAN 499), which is offered annually. Six of the 8 lecturers are "career lecturers"; i.e., they have 5-year renewable contracts providing greater continuity of language teaching. All 8 are native speakers with substantial language pedagogy training; 7 have taught at UM at least 10 years; 2 have doctorates.

Armenian is taught by a tenured full professor [Bardakjian, Near Eastern Studies (NES)]. Modern Greek instructors include a tenured full professor (Leontis, Classical Studies) and a full-time lecturer (Margomenou, Classical Studies). Persian and Turkish are taught by full-time lecturers in Near Eastern Studies (Aghaei and Sevinc); a tenured full professor (Hagen, NES) teaches Ottoman Turkish on demand. Michael Yashinsky will be joining the Judaic Studies department as lecturer in Yiddish language instruction, beginning in Fall 2018.

UM is committed to supporting 5 levels of Russian. UM is unique in that it also offers 4 levels of Polish, thanks to support from the Copernicus Program in Polish Studies (CPPS), which provides one third of the salary for the 4th year lecturer to ensure it is taught. Given our successful partnerships with other BTAA universities for distance Central Asian language courses, we are focusing our efforts on regularizing Uzbek instruction and introducing Uyghur as mentioned above (p. 35).

### ***Training for Performance-Based Teaching***

SLL actively supports performance-based language teaching. With ED and UM support, 6 SLL lecturers have attended 4-day ACTFL OPI (American Council on the Teaching of Foreign Languages Oral Proficiency Interview) Assessment Workshops. In April 2014, CREES and SLL organized an on-campus OPI Assessment Workshop attended by 5 lecturers and 6 Graduate Student Instructors. Currently three SLL lecturers are certified OPI testers for Polish (Pasek), Russian (Rogovyk, Shkolnik), and Ukrainian (Rogovyk).

SLL Graduate Student Instructors and lecturers receive excellent pedagogy training prior to and during their teaching assignments. Since GSIs are expected to perform at the advanced level of proficiency, they are encouraged to take 5th Year Russian more than once. All GSIs are also required to take the 3-credit course “Teaching of Slavic Languages” (SLAVIC 500), which



covers practical skills for classroom instruction as well as the ACTFL proficiency guidelines and assessments. Slavic Language Coordinator Svitlana Rogovyk meets with the GSIs weekly, regularly observes them in the classroom, and monitors midterm student evaluations.

Recognizing the importance of regular professional development for all SSL language instructors, Rogovyk organizes annual pedagogy workshops with noted specialists in the field.

#### **G.4 Measuring the Quality of the Language Program**

##### ***Performance-based Instruction***

All REES language instructors are familiar with the underlying principles of performance-based teaching, and performance-oriented materials and original cultural content are used at all levels of instruction. All emphasize active learning and attainment of functional capacities in all four language skills. Proficiency expectations are included in course descriptions and syllabi. In SLL, instructors use task-based oral assessments to monitor student performance and progress; with online portfolios, students are able to self-assess their reading skills and monitor their own progress in language acquisition.

##### ***Adequacy of Resources for Language Teaching and Practice***

UM resources for language teaching and practice include the Language Resource Center (LRC). With a staff of 6 and total operating budget of \$264,186, the LRC organizes pedagogy workshops and small group training sessions and supports development and deployment of new and original language teaching materials. Their resources include computer classrooms; multimedia development stations; AV carrels; a video viewing room; AV production studios; a digital language lab (for recording proficiency exams and in-class exercises); and a media library with more than 878 REES-area language-learning and teaching resources. The LRC supports

desktop and classroom videoconferencing and has been an invaluable partner for distance language courses, such as Uzbek (and Uyghur in the future), providing on-site technical staff.

### ***Language Proficiency Requirements***

UM requires all College of Literature, Science, and the Arts undergraduates to have 2nd-year proficiency in a language other than English. The REES major requires completion of 3rd Year Polish or Russian, or the 2nd year of another area language. The Russian Language and Literature major requires 2 years of Russian language for admission, courses in Russian literature and language (generally through 4th year), and at least one cognate course (an advanced course in another Slavic or other language or Russia-focused area studies course). The Culture sub-plan includes the same language and cognate requirements. The Heritage Speakers sub-plan includes the same cognate requirement, plus completion of a 300-level Russian Heritage Speakers course or 2nd term of 3rd Year Russian, and 2 additional years of Russian. The Polish major requires 2 years of Polish language for admission and 1-2 additional years of Polish language. The SLL minors in Bosnian/Croatian/Serbian (BCS), Czech, Polish, Russian, and Ukrainian Language, Literature, and Culture each have a prerequisite of 3 terms of language study and requires 4th term of language study).

For the REES M.A., students are expected to take a language course for credit each term and attain a level of proficiency in one REES-area language one year beyond that required for the REES B.A. (i.e., 4th Year Russian or Polish; 3rd year for other languages) or achieve the level required for a B.A. *plus* an additional year in a second REES language. Since Fall 2010, CREES has required that all REES M.A. students take certified ACTFL OPI entrance and exit tests. Our goal is to have REES M.A. students enhance their language competency during their studies and be able to use vernacular materials effectively for their theses and in their subsequent

careers. Of the students tested thus far (between entrance and exit from the program), 60% saw their proficiency score increase by at least two sublevels. Of those, 10% improved by as many as 4 levels.

Among other graduate programs, the main departments for REES-focused PhDs require advanced language proficiency. Advanced proficiency in Russian is required before doctoral qualifying exams in Slavic Languages and Literatures. SLL PhD students have additional language requirements (p. 43). History (non-U.S.) and Comparative Literature PhD programs require advanced proficiency in 2 foreign languages; Anthropology requires proficiency in a field research language that has significant anthropological literature or, if not, then also in another language that has such materials. Political Science and Sociology do not require another language, but virtually all PhD recipients with REES-focused theses have been proficient in at least one area language.

## **H. QUALITY OF CURRICULUM DESIGN**

The University of Michigan offers a range of REES-related academic programs for undergraduates and graduate students. REES-focused courses from introductory to advanced levels are taught by faculty in a broad array of disciplines and fields, including architecture, art and design, business, environment and sustainability, humanities, law, music, public policy, and social sciences (Appendices 1 and 2).

### **H.1 Undergraduate Programs and Requirements** *(N/A for FLAS-only Applicants)*

### **H.2 Academic and Career Advising for Students**

#### ***Academic Advising***

Each incoming undergraduate meets with a College of Literature, Science, and the Arts (LSA) Academic Advisor during summer orientation. The Academic Advisor serves as primary advisor

until the student declares a major. Over half of the 23 LSA advisors have advanced graduate training. Faculty concentration advisors then assume primary responsibility, although undergraduates often consult their LSA advisors through graduation. Graduate and professional students specializing in REES receive academic and career guidance specific to their fields from mentoring and thesis committees in their respective units.

The CREES Associate Director (King, Appendix 1: 7) advises REES graduate students. Professor King holds scheduled office hours 2 hours/week and is available by appointment. She is also readily reachable via email at other times. She meets with each student when they enter the program, three times per semester during the student's first semester, and at least once per semester thereafter to discuss courses and thesis progress. Professor King advises M.A. students through the thesis writing process—from choosing a topic, developing a proposal, identifying possible thesis advisors and readers, to supporting them through completion. Finally, Professor King advises on summer research, internships, and funding opportunities in the region as well as career paths.

### ***Career Advising***

Given their area experience (p. 3-4 and Appendix 1: 51-53), CREES staff members also advise students about study and internships in the region, as well career development. CREES staff frequently post job and fellowship ads, advertise calls for papers, and share similar announcements on the Center's blog, through social media, as well as by email to current students. International Institute staff (2 FTE) advise students about Fulbright, Fulbright-Hays, and National Security Education Program (NSEP) awards. CREES collaborates with many other programs and centers on campus to offer a dozen international career workshops each year. One such initiative is International Career Pathways, a 2-month panel discussion series culminating in

an International Opportunities Fair with more than 50 organizations (e.g., State Department, USAID). Since 1999, UM has proudly hosted U.S. Department of State (DOS) Diplomats in Residence who advise students about DOS internships and careers in government service.

### **H.3 Graduate Training Programs in REES**

CREES offers a 2-year REES M.A. degree. Students must complete a minimum of 30 credit hours, including a 3-credit research design seminar offered over 2 semesters; at least one 3-credit course in two geographic areas (Russia/Soviet Union, Eastern Europe, Central Eurasia); at least one 3-credit course in each field (arts/culture, history, social science); a research seminar; and thesis. The language requirements were detailed in section G.4 (p. 40). In addition, students in 3 UM professional schools may opt to pursue dual graduate-level degree programs: Business (75 credits), Law (88 credits), and Public Policy (54 credits). CREES also offers a REES Graduate Certificate requiring 9-12 credit hours, including an upper-level seminar course; 2 terms of the CREES Graduate Core Colloquium; coursework to satisfy the geographic and disciplinary distributions; a research seminar; and 3rd-year proficiency in Russian or Polish or 2nd-year proficiency in another area language.

Slavic Languages and Literatures offers a PhD requiring an M.A. in SLL awarded after completion of 36 hours or the equivalent; 2 years of a second Slavic or other REES-relevant language; one seminar course in the second Slavic language literature; 2 400-level or higher cognate courses in other departments; and reading knowledge of French, German, Italian, Greek, or Latin. Advanced proficiency in Russian and significant coursework in Russian literature are prerequisites for most students pursuing the PhD. Reflecting SLL's shift from a philological emphasis towards cultural studies and interdisciplinarity, students may opt to make an East or Central European literature and culture a major focus (e.g., BCS, Czech, Polish, Ukrainian), with

a second language and literature (usually Russian) as a supporting cross-cultural focus.

#### **H.4 Study, Research, and Internship Abroad Opportunities**

Over the past 5 years, 765 UM students (graduate and undergraduate) have traveled abroad for a variety of activities in 28 REES countries, an increase from 20 countries in 2014 (Table 7).

These numbers reflect both the quality of applications and our commitment to enhancing REES education-abroad opportunities, as many of these students received funding (p. 26-27, 46). Of all students traveling to the REES region between 2014-17, 59% participated in study abroad, 14% traveled for research, and 13% had internships.

Through UM's study abroad office, undergraduates have 8 REES semester or academic year options for which they receive UM credit, double the number of offered programs in 2014. These include: 2 programs in Russia [Council on International Educational Exchange (CIEE) Program in St. Petersburg; Middlebury Program in Moscow, Irkutsk, or Yaroslavl]; and 6 programs in Central Europe (Budapest Semester in Mathematics; Charles U. Program in Prague; CIEE Programs in Prague and Warsaw). Since the Fall of 2014, a total of 455 undergraduates have participated in these programs (231 in the Czech Republic, 95 in Croatia, 42 in Poland, 33 in Slovakia, and 18 in Russia) (Table 7).

As part of a broader university-wide initiative to integrate study abroad into the curriculum and responding to student interest in short-term study abroad, several UM units have developed new options. Associate Professor of Performing Arts Timothy Cheek (Appendix 1: 15) arranged for 8-10 students in his "Czech Vocal Literature" courses every other year since 2012 to participate in 10-day master classes for Czech opera and vocal chamber music held in Náměšť nad Oslavou, Czech Republic. Ashley Bigham, a lecturer at the Taubman College of Architecture and Urban Planning (Appendix 1: 12), has offered a 3-credit spring travel course in

2016 to Ukraine and Poland titled “Bizarre Bazaar.” This Spring 2018, Bigham took upper-level undergraduate and graduate students to Georgia, Armenia, and Ukraine for a course on Soviet Modernism. Business School faculty also bring students to Croatia as part of an annual course on Cross-Cultural Negotiation and Dispute Resolution.

**Table 7: UM Student Education Abroad by Country and Type of Activity, 2014-17**

Country	Study	Research	Internships	Other <sup>a</sup>	TOTAL
Albania	1	1	20	1	23
Armenia	0	1	2	3	6
Azerbaijan	0	2	1	1	4
Belarus	0	1	1	1	3
Bosnia & Herzegovina	1	6	4	3	14
Bulgaria	2	1	1	3	7
Croatia	95	5	9	14	123
Czech Republic	231	5	3	32	271
Estonia	1	0	0	0	1
Georgia	1	4	7	0	12
Hungary	6	9	2	10	27
Kazakhstan	1	3	2	2	8
Kosovo	2	1	5	0	8
Kyrgyzstan	0	3	0	0	3
Latvia	1	1	1	0	3
Lithuania	0	2	0	3	5
Macedonia	2	2	1	0	5
Moldova	0	2	3	1	6
Mongolia	2	6	1	0	9
Montenegro	0	0	1	0	1
Poland	42	13	24	17	96
Romania	1	12	3	2	18
Russia	18	12	1	2	33
Serbia	1	4	1	3	9
Slovakia	33	0	5	1	39
Slovenia	0	0	2	2	4
Ukraine	13	8	2	0	23
Uzbekistan	1	3	0	0	4
<b>TOTAL</b>	<b>455</b>	<b>107</b>	<b>102</b>	<b>101</b>	<b>765</b>

<sup>a</sup> Includes conferences, competitions, performances, and other UM-related travel.

Through its annual summer funding competition, CREES in conjunction with WCEE and other Weiser Center units, provides grants (\$750-\$2,000) to support summer research and internships in the region. In Summer 2017, Weiser Center units awarded over \$80,000 to support research and internships for 32 undergraduate and graduate students. In Summer 2018, WCEE internship placements were located in 9 Eastern European countries and 17 of the available internships were alumni-hosted. Given the extent of student interest, we plan to increase the number of internship and research locations in 2018-22.

***Access to Other Institutions' Study Abroad and Summer Language Programs***

The University of Michigan readily promotes access to other institution's programs. Of 34 Summer FLAS Fellowships awarded by CREES from 2014-18, 25 were awarded for study at other institutions' summer language programs (7 in the U.S. and 18 in the region). This is in part thanks to recent efforts at UM to streamline its administration of study abroad and other forms of international experiences, such as internships. Through M-Compass, students search and apply for suitable programs, including those offered through other institutions. Access to external programs is greatly facilitated by the fact that students receive UM credit for these courses, and have access to the relevant information through the centralized M-Compass website. M-Compass also allows students to search and apply for scholarships specifically for study abroad.

The Center for Global and Intercultural Study (CGIS) was founded in 2009 to provide institutional support for global programs of all kinds, from short excursions to year-long exchanges. While M-Compass provides the necessary search engines for students to research an array of UM study-abroad options, CGIS provides hands-on academic and financial advising related to study abroad and facilitates pre-approval for transfer credits from accredited programs. CGIS also promotes students' access to study abroad and summer language programs by



collaborating with the International Center, a campus-wide service unit providing logistic support to students and faculty undertaking international education and research. Professional schools, such as Business, Nursing, Public Health, Medicine, and Public Policy, have institutional connections around the world that greatly benefit UM students.

The success of UM's effort at making international experiences available to all students is evidenced both in sheer numbers (in academic year 2016-17, a total of 5,290 UM students traveled abroad to 135 countries), as well as by the fact that 15% of these students were from underrepresented minority groups. These students conducted independent research, worked, presented at international conferences, studied at foreign universities, participated in athletic competitions and performances, and spent time volunteering. In terms of study abroad for academic credit, UM ranked 6th in the nation for the number of students in 2015-16, according to the 2017 Open Doors report.

**I. OUTREACH ACTIVITIES** (*N/A for FLAS-only Applicants*)

**J. FLAS AWARDEE SELECTION PROCEDURES**

FLAS funds are requested for 9 graduate and 2 undergraduate academic-year awards in Armenian, BCS, Czech, Polish, Russian, Uyghur, Ukrainian, Uzbek, and Yiddish; and 5 summer awards for approved REES LCTL programs. Since tuition waivers are not allowed, UM expects to continue its past practice to cover tuition shortfalls for AY FLAS awards for students in Rackham Graduate School-administered programs (p. 26); every effort is made to secure "top off" funds for students in non-Rackham professional programs.<sup>3</sup>

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<sup>3</sup> Rackham programs include all LSA graduate degrees, all professional school Ph.D.'s, and some professional school Masters (e.g., Public Policy, Urban and Regional Planning). Non-Rackham programs include J.D., M.B.A., M.P.H., M.D., M.S.I., and M.S.W. degrees.

### ***Advertising***

Advertising for the UM FLAS competitions begins in September via: websites (CREES, the International Institute, LSA departments and professional schools); CREES social media (Facebook, Twitter, LinkedIn); CREES student and faculty email groups; fellowship coordinators across campus; admissions officers at Rackham Graduate School; Education Abroad listservs (more than 6,000 students and advisors); informational presentations (for prospective applicants and department and professional school student services staff); and paper fliers (distributed at CREES lectures, via campus mail, and in mailings to undergraduate programs at other universities). UM also maintains a dedicated FLAS webpage that details the application process, advertises information sessions, and provides comprehensive resources. To increase the number of applications from non-traditional and underrepresented students, we are expanding postings to a broader set of Minority Serving Institutions and on-campus outreach to a range of student constituencies (e.g., study abroad returnees, heritage students, and Women in Science and Engineering).

CREES and other International Institute centers invite students from all departments to a series of information sessions (in October-December) with the FLAS Coordinators, who also hold regularly scheduled and drop-in advising appointments with prospective applicants.

### ***Timeline***

The competition is announced in September, opens November 1, and accepts applications until the January 15 deadline. The CREES Admissions and Fellowships Committee is appointed by the Associate Director (two faculty in addition to the CREES Associate Director). The committee's composition varies from year to year and aims to reflect a range of disciplines from humanities, social sciences, or professional schools. Committee members are briefed on FLAS

rules, priorities, and selection criteria before their review and when they meet to determine combined rankings. The Committee meets in mid-February to rank applicants and to select a sufficient number of alternates (typically twice the number of awards) to ensure that the final FLAS list corresponds to announced priorities. By mid-March, the FLAS Coordinator informs applicants of confirmed summer awards, provisional academic-year awards, and alternate status. Awardees have until April 1 to accept summer offers and April 15 to accept academic-year offers. When an award is declined, an alternate is contacted and asked to respond as soon as possible. Academic-year awards are officially confirmed once UM has received the annual grant award notice with the allocation of FLAS fellowships from ED.

### ***Application Process***

Applicants submit: a statement of purpose outlining need for language and area studies training as it relates to their academic and career goals; application form; 3 letters of recommendation (including one from a language instructor); language self-assessment; and college-level transcript(s). FLAS applications are submitted electronically unless the applicant requests and receives advance approval to submit a paper application. Applicants for both graduate and undergraduate FLAS awards are strongly encouraged to fill out a federal Free Application for Federal Student Aid (FAFSA) and include an expected family contribution (EFC) amount as part of their application if they wish to be considered for a preference based on financial need. All CREES applicants are put into one of three categories (high need, moderate need, low need) based on the expected family contribution portion of the FAFSA (and other verifiable measures should they be available) as compared to the University of Michigan's Cost of Attendance for each individual student. Those who do not submit a FAFSA are considered to have low need.

### ***Selection Criteria***

Selection criteria for both graduate and undergraduate FLAS fellowship awardees are: 1) academic merit and professional promise; 2) relevance of proposed language and area studies training to overall academic and career goals; 3) commitment to pursue a career using language and area studies skills in areas of need in government, education, business, and non-profit sectors; and 4) disciplinary and language diversity.

### ***Correspondence of Awards to Priorities***

After ranking applicants based on quantitative and qualitative indicators in their applications (p. 49), preference will be given to those who demonstrate financial need as determined by the EFC (FLAS Competitive Priority 1). All academic-year awards will be given to applicants for REES less commonly taught languages (FLAS Competitive Priority 2). As required by ED, all undergraduate awards will be made for intermediate or advanced study. Lowest priority is given to applicants who already possess language fluency equivalent to educated native speakers and who are applying for dissertation research or writing.

## **K. COMPETITIVE PREFERENCE PRIORITIES**

**K.1NRC Competitive Preference Priorities:** (*N/A for FLAS-only applicants.*)

**K.2a. FLAS Competitive Preference Priority 1:** CREES will give preference to graduate and undergraduate FLAS Fellowship applicants who demonstrate higher financial need when all other selection criteria are equal (see above).

**K.2b. FLAS Competitive Preference Priority 2:** CREES will award 100% of academic-year awards for REES LCTLs (Armenian, Bosnian/Croatian/Serbian, Czech, Polish, Russian, Ukrainian, Uyghur, Uzbek, and Yiddish).

## Other Attachment File(s)

---

\* **Mandatory Other Attachment Filename:**

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---

To add more "Other Attachment" attachments, please use the attachment buttons below.

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## FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

([www.Grants.gov](http://www.Grants.gov) Part III/Other Attachments Form)

### **Type of Application (check all that apply)**

- ☐ Comprehensive National Resource Center
- ☐ Undergraduate National Resource Center
- ☐ Foreign Language and Area Studies Fellowships

### **Federal Funds Requested**

#### NRC Request

Year 1: \_\_\_\_\_ Year 2: \_\_\_\_\_ Year 3: \_\_\_\_\_ Year 4: \_\_\_\_\_

#### FLAS Request

Year 1: \_\_\$364,500\_\_ Year 2: \_\_\$364,500\_\_ Year 3: \_\_\$364,500\_\_ Year 4: \_\_\$364,500\_\_

### **Type of Applicant**

Single institution \_\_\_\_ University of Michigan, CREES \_\_\_\_\_

☐ Consortium of institutions

- ☐ Lead \_\_\_\_\_
- ☐ Partner 1 \_\_\_\_\_
- ☐ Partner 2 \_\_\_\_\_
- ☐ Partner 3 \_\_\_\_\_

### **NRC (Center, Institute, Program) Focus**

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

- |  |  |
|--|--|
| <input type="checkbox"/> AFRICA                          | <input type="checkbox"/> MIDDLE EAST                     |
| <input type="checkbox"/> CANADA                          | <input type="checkbox"/> PACIFIC ISLANDS                 |
| <input type="checkbox"/> EAST ASIA/PAN ASIA              | <input type="checkbox"/> RUSSIA, EASTERN EUROPE, EURASIA |
| <input type="checkbox"/> EUROPE                          | <input type="checkbox"/> SOUTH ASIA                      |
| <input type="checkbox"/> INTERNATIONAL                   | <input type="checkbox"/> SOUTHEAST ASIA                  |
| <input type="checkbox"/> LATIN AMERICA and the CARIBBEAN | <input type="checkbox"/> WESTERN EUROPE                  |

**FLAS-eligible Languages:** These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Armenian, Bosnian/Croatian/Serbian, Czech, Polish, Russian, Ukrainian, Uyghur, Uzbek, and Yiddish.

## APPENDIX 2

UNIVERSITY OF MICHIGAN  
CENTER FOR RUSSIAN, EAST EUROPEAN, AND EURASIAN STUDIES  
COURSE LIST, 2016-17, 2017-18, AND 2018-19

This table includes courses with at least 25% area content offered in the 2016-17 and 2017-18 academic years and planned for 2018-19.

As a general rule, courses numbered 100-499 are undergraduate courses and 500-999 are graduate courses. Some 400-level courses may be taken by graduate students for graduate credit; some 400- and 600-level courses may be taken by undergraduates with the instructor's permission.

Courses cross-listed in multiple departments are counted only once in the total number of courses available.

### Index

	Page
Language Courses	2
Area Studies Courses: College of Literature, Science, & the Arts	9
Area Studies Courses: Professional Schools	38

### Key

FA	Fall Term
WN	Winter Term
SS	Spring-Summer Term, including Spring Half-Term & Summer Half-Term
UG	Undergraduate Students
G	Graduate/Professional Students

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18						S
					FA		WN		SS		FA		WN				
					UG	G	UG	G	UG	G	UG	G	UG	G			
LANGUAGE COURSES																	
Armenian																	
ARMEN 101	Western Armenian I	Bardakjian	100	4	6	0											
ARMEN 102	Western Armenian II	Bardakjian	100	4			5	0									
ARMEN 201	Intermediate Western Armenian I	Pifer	100	4							4	0					
ARMEN 202	Intermediate Western Armenian II	Pifer	100	4									4	0			
ARMEN 205	Intermediate Eastern Armenian I	Bardakjian	100	4	1	0											
ARMEN 205	Intermediate Eastern Armenian II	Bardakjian	100	4			1	0									
ARMEN 499	Independent Study in Armenian	Bardakjian	100	1-4					1	0							X
Bosnian/Serbian/Croatian																	
BCS 131, BCS 531	First Year Bosnian/Croatian/Serbian I	Rosic, M.	100	4	9	1					2	3					
BCS 132, BCS 532	First Year Bosnian/Croatian/Serbian II	Rosic, M.	100	4			7	1					4	2			
BCS 231, BCS 533	Second Year Bosnian/Croatian/Serbian I	Rosic, M.	100	4	4	3					6	0					
BCS 232, BCS 534	Second Year Bosnian/Croatian/Serbian II	Rosic, M.	100	4			3	3					6	0			
BCS 439	Directed Reading of Bosnian/Croatian/Serbian Literature	Rosic, M., Aleksic	100	1-4	0	3	1	2			1	2	1	0			



Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
BCS 654	Supervised Reading of Bosnian/Croatian/Serbian Literature	CREES Faculty	100	1-4									0	2		
Czech																
CZECH 141, CZECH 541	First Year Czech I	Pasek	100	4	6	1					1	2				
CZECH 142, CZECH 542	First Year Czech II	Pasek	100	4			3	0					1	1		
CZECH 241, CZECH 543	Second Year Czech I	Pasek	100	4							2	0				
CZECH 242, CZECH 544	Second Year Czech II	Pasek	100	4									1	0		
CZECH 480	Supervised Czech Reading		100	1-4												
Modern Greek																
GREEK 101, GREEK 501	Elementary Modern Greek I	Margomenou	100	4	13	0					9	1				
GREEK 102, GREEK 502	Elementary Modern Greek II	Margomenou	100	4			11	0					10	2		
GREEK 201, GREEK 503	Second Year Modern Greek I	Margomenou	100	4	9	0					15	1				
GREEK 202, GREEK 504	Second Year Modern Greek II	Margomenou	100	4			7	1					13	1		

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	S
					UG	G	UG	G	UG	G	UG	G	UG	G		
GREEK 301	Intermediate Modern Greek I	Margomenou, Leontis	100	4	6	0					4	0				
GREEK 330	Translating Modern Greek	Leontis	100	3			7	0					8	0		
GREEK 399, GREEK 499	Supervised Reading	Leontis, Margomenou	100	1-3	1	0					2	0	1	0		
GREEK 599	Directed Reading	Leontis, Margomenou	100	1-4												
<b>Persian</b>																
PERS 101	Elementary Persian I	Aghaei	100	4	14	3					16	3				
PERS 102	Elementary Persian II	Aghaei	100	4			11	2					17	4		
PERS 201	Intermediate Persian I	Aghaei	100	4	8	1					11	6				
PERS 202	Intermediate Persian II	Aghaei	100	4			6	2					12	6		
PERS 499	Independent Study in Persian	Aghaei, Cross	100	1-4	2	0	3	1					1	0		
PERS 504	Advanced Persian: Modern Persian Fiction	Aghaei	100	3			3	3					2	1		
PERS 505	Advanced Persian: Modern Persian Nonfiction	Aghaei	100	3	2	1					5	3				
<b>Polish</b>																
POL 121, POL 561	First Year Polish I	Pasek	100	4	14	1					10	0				
POL 122, POL 562	First Year Polish II	Pasek	100	4			8	1					10	0		
POL 221, POL 563	Second Year Polish I	Pasek	100	4							7	1				
POL 222, POL 564	Second Year Polish II	Pasek, Westwalewicz	100	4									5	1		

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
POL 321, POL565	Third Year Polish I	Pasek, Westwa-lewicz	100	3	2	1					3	0				
POL 322, POL 566	Third Year Polish II	Westwa-lewicz	100	3			4	1					3	0		
POL 421, POL 567	Fourth Year Polish I	Westwa-lewicz	100	3	5	1					1	0				
POL 422, POL 568	Fourth Year Polish II	Westwa-lewicz	100	3			4	1					2	0		
POL 450	Directed Polish Reading	Westwa-lewicz	100	1-3	2	0	3	0	1	0	1	0	1	0	X	
Russian																
RUSS 101, RUSS 511	First Year Russian I (Sec. 1)	Irwin, Mahoney, Marciniak, Fort, E.	100	5	15	1					16	1				
RUSS 101, RUSS 511	First Year Russian I (Sec. 2)	Irwin, Mahoney, Marciniak, Fort, E.	100	5	18	0					12	1				
RUSS 102, RUSS 512	First Year Russian II (Sec. 1)	Irwin, Mahoney, Marciniak, Fort, E.	100	5			15	0					13	2		
RUSS 102, RUSS 512	First Year Russian II (Sec. 2)	Irwin, Mahoney, Marciniak, Fort, E.	100	5			14	0					10	1		
RUSS 103, RUSS 523, RCLANG 193	Intensive First Year Russian	Makin, A.	100	8	7	0					12	0				

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
RUSS 123, RUSS 523	Intensive First Year Russian	Bondarenko, Laurila, McCauley	100	8					3	0					X	
RUSS 125, RUSS 524	Russian for Heritage Speakers I	Shkolnik	100	5	8	2					4	0				
RUSS 201, RUSS 513	Second Year Russian I (Sec. 1)	Bondarenko, Fort, E., McCauley	100	5	15	1					8	0				
RUSS 201, RUSS 513	Second Year Russian I (Sec. 2)	Bondarenko, Fort, E., McCauley	100	5	7	1					12	0				
RUSS 202, RUSS 514	Second Year Russian II (Sec. 1)	Bondarenko, Fort, E., McCauley	100	8			14	1					13	0		
RUSS 202, RUSS 514	Second Year Russian II (Sec. 2)	Bondarenko, Fort, E., McCauley	100	8			6	1					8	0		
RUSS 203, RUSS 525, RCLANG 293	Intensive Second Year Russian	Makin, A.	100	8			5	0					9	0		
RUSS 223, RUSS 525	Intensive Second Year Russian	Rogovyk, Fort, C., Shkolnik	100	3					8	0					X	
RUSS 225, RUSS 526	Russian for Heritage Speakers II	Shkolnik	100	3			3	1					6	0		
RUSS 301, RUSS 515	Third Year Russian I	Shkolnik	100	4	14	2					16	0				
RUSS 302, RUSS 516	Third Year Russian II	Shkolnik	100	4			14	0					11	0		
RUSS 303, RUSS 527	Intensive Third Year Russian	Rogovyk, Fort, E.	100	8					1	1					X	
RUSS 401, RUSS 517	Fourth Year Russian I	Shkolnik	100	4	8	3					9	2				

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
RUSS 402, RUSS 518	Fourth Year Russian II	Shkolnik	100	4			5	1					8	1		
RUSS 519	Fifth Year Russian I	Rogovyk	100	4	2	5					2	6				
RUSS 520	Fifth Year Russian II	Rogovyk	100	4			1	2					3	5		
Turkish																
TURK 101	Elementary Turkish I	Sevinc	100	4	6	1					2	2				
TURK 102	Elementary Turkish II	Sevinc	100	4			3	0					2	2		
TURK 201	Intermediate Turkish I	Sevinc	100	4	1	1					3	1				
TURK 202	Intermediate Turkish II	Sevinc	100	4			0	1					1	0		
TURK 499	Independent Study in Turkish	Sevinc	100	1-4									0	1		
TURK 504	Modern Turkish Readings	Sevinc	100	3	2	0	6	0			4	1	5	1		
Ukrainian																
UKR 151, UKR 551	First Year Ukrainian I	Bondarenko	100	4	7	1					2	1				
UKR 152, UKR 522	First Year Ukrainian II	Bondarenko	100	4			2	1					2	0		
UKR 251, UKR 553	Second Year Ukrainian I	Bondarenko	100	4							1	1				
UKR 252, UKR 554	Second Year Ukrainain II	Bondarenko	100	4									2	2		
UKR 421	Directed Reading in Ukranian Literature	Bondarenko	100	3	3	0	4	0							X	
Uyghur																
NESLANG XXX	Introductory Uyghur I [Distance course from Indiana U.]	Nazarova	100	4												
NESLANG XXX	Introductory Uyghur II [Distance course from Indiana U.]	Nazarova	100	4												
Uzbek																
NELANG 450	Elementary Uzbek I [Distance course from Ohio State U.]	Azimova	100	4	0	1					1	0				

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	S
					UG	G	UG	G	UG	G	UG	G	UG	G		
NELANG 451	Elementary Uzbek II [Distance course from Ohio State U.]	Azimova	100	4			0	2					1	0		
NELANG 480	Intermediate Uzbek I [Distance course from Ohio State U.]	Azimova	100	4	0	2					0	1				
NELANG 481	Intermediate Uzbek II [Distance course from Ohio State U.]	Azimova	100	4			0	2					0	1		
NELANG 550	Advanced Uzbek I [Distance course from Indiana U.]	Hodjaev	100	4							0	2				
NELANG 551	Advanced Uzbek II [Distance course from Indiana U.]	Hodjaev	100	4									0	2		
<b>Yiddish</b>																
YID 101, YID 431	Elementary Yiddish I	Quilitzsch	100	4	2	0										
YID 102, YID 432	Elementary Yiddish II	Levinson	100	4			2	0								
YID 201, YID 531	Intermediate Yiddish I	Yashinsky	100	4												
YID 202, YID 532	Intermediate Yiddish II	Yashinsky	100	4												
YID 301, YID 631	Advanced Yiddish I	Quilitzsch	100	3	1	2										
YID 302, YID 632	Advanced Yiddish II	Krutikov	100	3			1	1								

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
AREA STUDIES COURSES: COLLEGE OF LITERATURE, SCIENCE, AND THE ARTS																
Anthropology - Archaeological																
ANTHARC 287	The Rise and Fall of Mediterranean Civilizations [Includes REEE case studies ,taught by REEE specialist]	Galaty	25	4												
Anthropology - Cultural																
ANTHCUL 299	Social Media Wars: Language and Identity Online [Includes REEE case studies]	Ennis	25	3												X
ANTHCUL 328	Globalizing Consumer Cultures [Includes REEE case studies, taught by REEE specialist]	Fehervary	25	3	25	0										
ANTHCUL 332	Exchange, Commodities, and Money [Includes REEE case studies]	Keane	25	4			45	0								
ANTHCUL 352	Anthropology of the Body [Includes REEE case studies, taught by REEE specialist]	Fehervary	25	3	24	0										
ANTHCUL 450	Anthropologies of Insurgency: Bandits, Rebels and Freedom Fighters [Includes REEE case studies]	McGovern	25	3												
ANTHCUL 458, NE 490	Singing the Community: Armenian Liturgy and the Anthropology of Ritual and Sound	Sheklian	100	3										3	0	
ANTHCUL 499	Undergraduate Reading and Research	CREES Faculty	100	1	1	0	1	0						1	0	

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
ANTHCUL 539	Consumption and Materiality [Includes REEE case studies, taught by REEE specialist]	Fehervary	25	3			0	11					0	5		
ANTHCUL 648, HIST 648	Seminar in Anthropology and History I [Research for the course may be on REEE topic, taught by REEE specialist]	Lemon, Ballinger	25	3			0	7					0	7		
ANTHCUL 679	Sentiment/Affect/Structure of Feeling [Includes REEE case studies, taught by REEE specialist]	Lemon	25	3												
ANTHCUL 748, HIST 748	Seminar in Anthropology and History II [Research for the course may be on REEE topic, taught by REEE specialist]	Lemon	25	3	0	3					0	4				
ANTHCUL 830, HIST 830	Anthropology and History Workshop/Reading Group [Includes REEE content, taught by REEE specialists]	Ballinger, Lemon	25	1			0	7			0	3	0	8		
ANTHCUL 959	Survey of Literature	CREES Faculty	100	1-4									0	2		
ANTHCUL 990	Dissertation/Precandidate	CREES Faculty	100	1-8									0	1		
ANTHCUL 995	Dissertation/Candidate	CREES Faculty	100	8	0	7	0	5			0	5	0	5		
Classical Archaeology																
CLARCH 823	Archaeology of the Black Sea [Includes REEE content]	Ratte	50	3	0	5										



Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
College Honors																
HONORS 493	Poetry and the Language of Oppression: A Poet's Perspective [Includes Milosz]	Bugan	50	1												
Communication Studies																
COMM 432	Foreign News Coverage [Includes REEE case studies]	Collings	25	3	15	0	15	0	9	0	14	0	15	0		
COMM 440	Global Iconic Events [Includes REEE case studies, taught by REEE specialist]	Sonnevend	25	3	25	0										
Comparative Literature																
COMPLIT 240	Literature Across Borders: Myth about Women [Includes REEE case studies, taught by REEE specialist]	Aleksic	25	3	18	0										
COMPLIT 322	Translating World Literature: Creative Copying [Includes REEE case studies, taught by REEE specialist]	Paloff	25	3	38	0										
COMPLIT 350, ENG 317, JUD 318	The Text and its Cultural Context: Languages of Modern Jewish Cultures [Includes REEE content]	Miller	35	3	10	0										
COMPLIT 372, NE 391	The Art of Travel Writing: From Present to Absent Roads of Travel in Literature [Special focus on Armenian writers]	Aktokmak-yan	50	3									14	0		

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
COMPLIT 374	Violence Against the Body in Theory and Film [Includes REEE case studies, taught by REEE specialist]	Aleksic	35	3			19	0								
COMPLIT 498	Directed Reading	Paloff	100	1			1	0								
COMPLIT 730, ENG 540, JUD 617	Seminar in Literary Movements & Periods: Literature of the Holocaust [Includes REEE content]	Norich	75	3	0	9					0	2				
COMPLIT 698	Directed Reading	Paloff	100	1			0	5					0	5		
Economics																
ECON 340	International Economics [Includes REEE case studies]	Deardorff	25	3	126	0	111	0					128	0		
ECON 444	The European Economy [Includes REEE content]	Adams	25	4			119	1			113	0				
ECON 494	Global Economic History [Includes REEE content]	van Waijenburg	25	3									41	1		
ECON 642	International Finance [Includes REEE content]	Tesar	25	3			0	2								
English Language & Literature																
ENG 317	Literature and Culture: Immigration Eras, Then and Now [Includes Yiddish literature]	Wall	25	3					9	0						
ENG 464	Primo Levi & the Memory of Auschwitz [Comparative course with REEE content]	Williams	100	3	22	0							13	2		

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
Environment																
ENVIR 207	Sustainability and Society [Includes REEE case studies, taught by REEE specialist]	Newell	25	3	78	0										
Germanic Languages & Literatures																
GER 326	Intermediate German: Victims of the Holocaust [Includes coverage of Roma and Slavs]	Rodena-Krasan	40	3			18	0								
GER 499	Seminar in German Studies: The Third Reich & its Legacies [Includes REEE content]	Hell	25	3	11	0										
History																
HIST 197	First-Year Seminars in the Humanities															
HIST 197	· Religion and Revolutions: A Comparison of the French, Russian, Turkish and Iranian Cases	Cipa	25	3	17	0										
HIST 197	· Vienna, Budapest, Prague - 1900	Spector	100	3	7	0										
HIST 197, HISTART 194, JUD 150, SAC 190	· Jewish Photographers Picture the Modern World [Includes REEE case studies]	Dash Moore	35	3									6	0		
HIST 208, AAS 358	Europe and the Black Diaspora [Includes REEE case studies]	Thurman	25	3												

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
HIST 215	The History of Disaster [Includes REEE case studies, taught by REEE specialist]	Northrop	35	3												
HIST 224, PUBPOL 224	Global Nuclear Profileration [Includes REEE case studies]	Hecht	35	4	53	0										
HIST 306, ISLAM 319, NE 319	History of the Ottoman Empire: The "Classical Age", (ca. 1300-1600) [Includes REEE content]	Cipa	35	3			31	0								
HIST 307, NE 320	History of the Ottoman Empire: The "Post-Classical Age" (ca. 1600-1922) [Includes REEE content]	Cipa, Menchinger	35	3	26	0					13	0				
HIST 318	Europe in the Era of Total War, 1870-1945	Cole, Porter-Szucs	50	4	66	0					74	0			X	
HIST 319	Europe Since 1945 [Includes extensive REEE content]	Chin	50	4			49	0					37	0		
HIST 322, GER 322	The Origins of Nazism [Includes the Holocaust and impact of WWII on Europe, including Eastern Europe]	Berg	50	4			257	0					182	0		
<u>HIST 328</u>	<u>Humanities Topics in History</u>															
HIST 328, GREEK 350, HIST 594	· Constantinople and Istanbul, a Tale of Two Cities	Lindner	35	3	5	3										
HIST 328, JUD 318	· Jews and the Left [Includes REEE content]	Jacobs	50	3	15	0										

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
HIST 328	· The Experience and Memory of World War I in Europe [Includes REEE case studies, taught by REEE specialist]	Canning	25	3					21	0						
HIST 330, POL 330	Poland from the Medieval to the Modern	Porter-Szucs	100	4							38	0				
HIST 331, POL 331	Poland in the Modern World	Porter-Szucs	100	4									77	0		
HIST 375, WOMST 375	A History of Witchcraft [Includes REEE case studies, taught by REEE specialist]	Kivelson	25	4							109	0				
HIST 386, GER 391, JUD 386	The Holocaust [Includes REEE content, taught by REEE specialist]	Veidlinger, Mays	50	4	160	0					199	0				
HIST 389, ARMEN 389, NE 389, HIST 594	From Natives to Foreigners: Armenians in Turkey and the Diaspora	Al-Rustom	50	3	19	0					11	0				
HIST 399	Topics in History															
HIST 399	· Ottoman Armenians: From Empire to Republic	Cora	100	3			3	1								
HIST 399, HISTART 393, JUD 317, RCCORE 334	· The Nazis and Art: Promoting, Demeaning, Plundering [Contains REEE content]	Perlove	50	3			27	0								
HIST 430, ANTHCUL 430, HIST 594	History, Memory, and Silence [Includes REEE case studies, taught by REEE specialist]	Al-Rustom	25	3			9	7					0	8		

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
HIST 407, INTLSTD 401	Advanced Study in Comparative and Transnational History: Empires and Nations [Includes Russian/Soviet Empires]	McLaughlin	35	3			18	0								
HIST 428, NE 413	The Rise of Islam [Includes Central Asia]	Bonner	25	3									7	2		
HIST 432	Medieval and Early Modern Russia	Kivelson	100	3							5	2				
HIST 433, SLAV 470	Russia Under the Tsars: From Peter the Great to the Revolutions of 1917	Kivelson	100	3			19	6								
HIST 434, POLSCI 489	Russia in the 20th Century: War, Revolution, Reform	Suny	100	3									46	0		
HIST 445	Topics in History															
HIST 445, HIST 594	What is Capitalism? [Includes Marx and other Marxist theorists]	Gaggio	25	3	12	4					12	2				
HIST 445, HIST 594	· Capitalism and Socialism [Includes REEE case studies, taught by REEE specialist]	Porter-Szucs	50	3									13	5		
HIST 445, RELIG 402, NE 411, REEES 411, POLSCI 489, ISLAM 490	· Modern Islamic Movements [Includes REEE content, taught by REEE specialist]	Knysh	35	3									12	1		

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
HIST 481, REEES 405, MENAS 492	Central Asia Today: Culture and Politics After Colonialism	Northrop	100	3												
<u>HIST 594</u>	<u>Topics in History</u>															
HIST 645	Problems of Russian Society: Personalizing Russian History: Biography, Autobiography, Memoirs, Diaries, Letters	Suny	100	3									0	12		
HIST 657	Studies in the Society and Institutions of Russia to Peter the Great: Medieval and Early Modern Russia: A Contentious History	Kivelson	100	3	1	10										
<u>HIST 698</u>	<u>Topics in History</u>															
HIST 698, GER 732	Minority Subjectivity and History: Gender, Sexuality, Ethnicity [Includes Marx and other Marxist theorists]	Spector	25	3			0	9								
HIST 698	· Europe in Global Histories [Includes Europe during the Cold War and European integration post-1989]	Cole	25	3							0	7				
HIST 698, AMCULT 601, JUD 617	· American Jews Since 1945 [Includes REEE content]	Dash Moore	25	3	1	5										
HIST 700	Independent Research Seminar	CREES Faculty	100	1-3	0	1	0	1								

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
HIST 801	Reading Course	CREES Faculty	100								0	2				
HIST 803	Reading Course for the General Exam	CREES Faculty	100	1-3	0	2					0	1				
HIST 804	Reading Course for the General Exam	CREES Faculty	100	1-3			0	1					9	3		
HIST 891	Dissertation Research/ Writing Seminar	CREES Faculty	100	1-3	0	1										
HIST 898	Dissertation Colloquium	CREES Faculty	100	1							0	7	0	7		
HIST 900	Preparation for Preliminary Examination	CREES Faculty	100	1-3			0	1			0	2	0	1		
HIST 995	Dissertation/Candidate	CREES Faculty	100	8	0	7	0	7			0	8	0	5		
<b>History of Art</b>																
HISART 285	Visual Culture Islam	Gruber, Becker	25	4	26	5					20	0				
HISTART 343, HISTART 394	God, Love, and War in Byzantine and Medieval Western Art	Chatterjee	25	3	5	0					29	0				
HISTART 346	The Moving Image in the Middle Ages [Focuses on Byzantine icons]	Chatterjee	50	3							7	0				
HISTART 393	Undergraduate Seminar: Dracula and His After-Images in Art and Cinema [Includes REEE content]	Sullivan	50	3					4	0						
HISTART 489, GER 449, SLAV 470, SLAV 876	Special Topics in Art and Culture: The Avant-Gardes in East and West [Includes REEE content, taught by REEE specialist]	Toman	75	3									12	0		



Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
<u>HISTART 497</u>	<u>Upper-Level Seminar</u>															
HISTART 497, HISTART 689	· Modern Islamic Art & Visual Culture	Gruber	25	3	8	1										
HISTART 497, NE 490, HISTART 689	· Photography in the Near East [Features the Armenian experience]	Low	50	3			9	1								
HISTART 615	Visual Art and Culture: History and Theory [Includes Marxist theories]	Potts	25	3												
HISTART 646	Problems in Medieval Art: Medieval Urbanism, 350-1550 [Includes REEE content]	Timmermann	25	3									0	10		
HISTART 689	Iconoclasm and Its Discontents, or, How the Byzantines Learned to Stop Worrying and Love the Icon	Chatterjee	25	3	0	6										
International & Comparative Studies																
INTLSTD 301, HIST 445	Topics in International Studies: History and Practice of Human Rights [Includes REEE case studies]	Tanielian	25	3												

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
<u>INTLSTD 401</u>	<u>International Studies Advanced Seminars</u>															
INTLSTD 401	· Achieving Liberalization: Influences and Issues in Postwar Democratization [Includes REEE case studies]	Marcum	25	3			36	0					34	0		
INTLSTD 401	· Establishing Peace: The Actors, Issues, and Activities in Postwar Politics [Includes REEE case studies]	Marcum	25	3	49	0			3	0	49	0				
INTLSTD 401	· Humanitarian Dilemmas [Includes REEE case studies, taught by REEE specialist]	Uehling	25	3	50	0	49	0								
INTLSTD 401	· Never Again? Genocides & Mass Atrocities of the 20th Century [Includes REEE case studies]	Tanielian	50	3							25	0				
INTLSTD 401	· Public Health in Conflict and Resolution [Includes REEE case studies]	Marcum	25	3							25	0				
INTLSTD 401	· Hidden Histories: Comparative Perspectives on How Societies Remember and Forget [Includes REEE case studies, taught by REEE specialist]	Uehling	25													

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18						S
					FA		WN		SS		FA		WN				
					UG	G	UG	G	UG	G	UG	G	UG	G			
Judaic Studies																	
JUD 150	First Year Seminars in Judaic Studies																
JUD 150	· Introduction to Modern Yiddish Culture [Includes REEE content, taught by REEE specialist]	Krutikov	75	3			18	0					17	0			
JUD 150, NE 295	· Coffee, Conversation, and Modern Jewish Culture [Includes REEE content]	Pinsker	35	3									12	0			
JUD 218, NE 291	Encountering the Holocaust	Ginsburg	50	3							20	0					
JUD 271, SLAV 270	Contact and Conflict: Jewish Experience in Eastern Europe through Art, Film and Literature	Krutikov	100	3			26	0					23	0			
JUD 281, HIST 230, NE 281, SLAV 281	Jews in the Modern World: Texts, Images, Ideas [Includes Jews of REEE region, taught by REEE specialists]	Krutikov, Pinsker, Dash Moore	50	3	30	0					11	0	27	0			
JUD 318, SLAV 290	Yiddish Classics and Modernity	Krutikov	50	3									15	0			
JUD 388, HIST 384	Antisemitism and Philosemitism: Jews in Myth and Thought [Includes REEE content, taught by REEE specialist]	Veidlinger	25	3			27	2									
JUD 467	Seminars: Topics in the Study of Judaism																
JUD 467, NE 476, RELIG 471	· Hasidism as Mysticism: The Radical Teachings of Nachman of Breslov [Includes REEE content]	Ginsburg	50	3	5	2											

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
JUD 467, NE 476, RELIG 471	· The Thought of Abraham Joshua Heschel [Includes REEE content]	Ginsburg	25	3							5	3				
JUD 467, NE 476, RELIG 471	· Rap, Rhythm, and Jews: Jewish Poetry, Religion, and Popular Culture [Includes REEE content]	Ginsburg	35	3									2	2		
Near Eastern Studies																
NE 218	Armenia: Culture and Ethnicity	Pifer	100	3							4	0				
NE 340, MENAS 340, ASIAN 340, HIST 340, REEES 340	From Genghis Khan to the Taliban Modern Central Asia	Northrop	100	4									43	0		
NE 391	Humanities Topics in Near Eastern Studies: Empire and Nation: Uprisings, Reforms and Revolutions in the Ottoman and Russian Empires	Sahakyan	100	3			7	0								
NE 414	Nationalities in the Ottoman Empire: The Rise and Demise of Western Armenians	Bardakjian	100	3	2	2										
NE 416	The Sultan and His Subjects: Society and Culture in the Ottoman Empire [Includes REEE content, taught by REEE specialist]	Hagen	25	3									4	4		

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
NE 418, ISLAM 418, REEES 418, RUSS 418	Islam in/and Russia: Russia's Encounters with Islam and Muslims	Knysh	100	3												
NE 421, RELIG 465	Islamic Mysticism: Sufism in Time and Space [Includes REEE content, taught by REEE specialist]	Knysh	25	3							5	5				
NE 426	An Introduction to Modern Armenian Literature	Bardakjian, Pifer	100	3			7	0					3	0		
NE 490	Topics in Near Eastern Studies: Muslim Ethics in the Global Age [Distance course from U. of Illinois]	Jones, Hoffman	25	3	2	0										
Philosophy																
PHIL 224	Global Justice [Includes REEE case studies]	Ratner	25	4			94	0								
PHIL 385, GER 303, COMPLIT 376	Marx, Nietzsche, Freud	Gailus	35	3									17	0		
Political Science																
POLSCI 140	Introduction to Comparative Politics [Includes REEE case studies, taught by REEE specialist]	Inglehart	25	4	157	0	119	0	19	0	231	0	117	0	X	
POLSCI 350, JUD 451	The Politics and Culture of Modern East European Jewry	Gitelman	100	3	8	1										

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
POLSCI 352	How to be an Autocrat [Includes REEE case studies]	Hassan	25	4									58	0		
POLSCI 368	Modern Warfare [Includes REEES case studies, taught by REEES specialist]	Zhukov	25	4	74	0										
POLSCI 372	International Security Affairs [Includes REEES case studies]	Joshi	25	3							62	0				
POLSCI 387	Comparative Analysis of Government Institutions {Inlcudes REEES case studies]	Tsebelis	25	3	35	0					35	0				
POLSCI 389	Topics in Contemporary Political Science															
POLSCI 389	· The Roots of Radical Political Islam [Includes REEE case studies, taught by REEE specialist.]	Jones	50	4			71	0								
POLSCI 389	· Coercion in Autocracies [Includes REEE case studies]	Hassan	25	4			74	0								
POLSCI 389	· Comparative Nationalism and Ethnic Politics [Includes REEES case studies]	Joshi	35	3							21	0				
POLSCI 389	· Political Violence: Civil Wars and Terrorism [Includes REEE case studies, taught by REEE specialist]	Talibova	25	3											X	
POLSCI 397, HIST 341	Nations and Nationalism [Includes REEES content]	Suny	50	4												

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
POLSCI 407	Marxism & 20th-Century Radicalism	Tyler	50	3												
POLSCI 489	<u>Advanced Topics in Contemporary Political Science</u>															
POLSCI 489, GER 449	· German Politics in Europe since 1945 [Includes REEE content, taught by REEE specialist]	Markovits	50	3	29	1					26	1				
POLSCI 489, GER 449, SOC 495	· The German and European Left [Includes REEE content, taught by REEE specialist]	Markovits	50	3									22	0		
POLSCI 489, INTLSTD 486	· Electoral Politics in the Developing World [Includes REEE case studies]	Nathan	25	3									42	0		
POLSCI 489, AAS 495	· Comparative Urban Politics in Developing Countries [Includes REEES case studies]	Pitcher	25	3												
POLSCI 489	· Authoritarianism & State Repression [Includes REEES case studies]	Lachapelle	25	3												
POLSCI 497	<u>Undergraduate Seminar in Comparative and Foreign Government</u>															
POLSCI 497, INTLSTD 401, AAS 458	· Business and Politics in Developing Countries [Includes REEES case studies]	Pitcher	25	3			21	0								
POLSCI 497	· Electoral Politics in the Developing World [Includes REEE case studies]	Nathan	25	3			20	0								

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
POLSCI 660	Proseminar in World Politics [Research for the course may be on REEE topic.]	Morrow, Kerner	25	3	0	6					4	0				
POLSCI 688	Selected Topics in Political Science															
POLSCI 688	· Authoritarian Regimes [Includes REEE case studies]	Hassan	25	3	0	11										
POLSCI 688	· Empirical Models of Conflict [Includes REEE case studies, taught by REEE specialist]	Zhukov	35	3	0	10										
POLSCI 688	· Security Studies Seminar [Includes REEE case studies, taught by REEE specialist]	Zhukov	35	3												
POLSCI 688	· Advanced Studies in State Repression [Includes REEE case studies]	Davenport	25	3			0	9								
POLSCI 688	· Connecting Regional Studies and Disciplinary Political Science [Research for course may be on REEE topic]	Tessler	25	4			0	7								
POLSCI 688	· Critique & Critical Theory from Kant to Foucault [Includes Marx & Hegel]	Temin	25	3												
POLSCI 892	Directed Research	CREES Faculty	100	1			0	1								
POLSCI 990	Dissertation: Pre-Candidate	CREES Faculty	100	1-8			0	1					0	1		
POLSCI 995	Dissertation/Candidate	CREES Faculty	100	8	0	2	0	2			0	2	0	2		



Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18						S
					FA		WN		SS		FA		WN				
					UG	G	UG	G	UG	G	UG	G	UG	G			
Residential College - Humanities																	
RCHUMS 275	The Western Mind in Revolution: Six Interpretations of the Human Condition [Includes Marx and Communism]	Peters	35	4	11	0											
RCHUMS 334	Special Topics in the Humanities: Diaghilev's Ballets Russes: Turning Point and Dance History	Schwartz-Bishir	100	3			8	0									
RCHUMS 356, HONORS 251	The Symphonic Century: Music and Revolution in the 19th Century [Includes REEE composers.]	Andre	50	3			25	0					21	0			
RCHUMS 481	Play Production Seminar: Chekhov's "Three Sisters"	Mendeloff	75	4			8	0									
Residential College - Languages																	
<u>RCLANG 323</u>	<u>Russian Readings</u>																
RCLANG 323	· Folktales in Russian Culture	Makin, A.	100	4	7	0											
RCLANG 323	· Moscow and St. Petersburg: Two Capitals, Two Worlds, Two Planets	Makin, A.	100	4								2	0				

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
Russian, East European, & Eurasian Studies																
REEES 395, HIST 332, POLSCI 395, SLAV 395, SOC 395	Russia and the Soviet Union: Reform, Revolution, and the Socialist Experiment	Suny, Eagle	100	4	77	0					92	0				
REEES 397, HIST 228, ANTHCUL 317, SOC 317, POLSCI 334, SLAV 397	Communism and Capitalism in Eastern Europe	Fehervary	100	4			89	0					81	0		
REEES 405	Topics in REEES															
REEES 405, HIST 449	· Understanding Afghanistan	Northrop	100	3												X
REEES 600	Introduction to Graduate Study in REEES	Zubrzycki, King	100	1.5	0	7	0	6								
REEES 601	REEES Graduate Core Colloquium	Zubrzycki, King	100	1	0	15	0	12			0	4	0	4		
REEES 799	Master's Thesis in REEES	CREES Faculty	100	1-3							0	1	0	2		
REEES 801	Directed Reading	CREES Faculty	100	1-3												
Screen Arts & Cultures																
SAC 313, RCHUMS 313, SLAV 313	Russian and Ukrainian Cinema	Eagle	100	3							13	0				

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
SAC 441	National Screens: Cinema Fantastique: Magic, Fantasy, and Monstrosity in Postwar European Culture [Includes REES content]	Kligerman	25	3			19	3								
Slavic Languages & Literatures - Bosnian/Croatian/Serbian																
BCS 350, JUD 350, REEES 350	Legacy of the Holocaust in Yugoslav Culture: How and Why We Need to Narrate the Holocaust	Aleksic	100	3	15	0										
BCS 450, REEES 405, INTLSTD 401	In No Man's Land: Walls, Migrations and Human Trafficking in the Balkans and Mediterranean [Includes REEE content, taught by REEE specialist]	Aleksic	50	3							10	0				
Slavic Languages & Literatures - Czech																
CZECH 315, SAC 315	The Czech New Wave and Its Legacy	Eagle	100	3									32	0		
Slavic Languages & Literatures - Polish																
POL 214, REEES 214	Rock Poetry and Political Protest in Poland	Westwa-lewicz	100	3	17	0					6	0				
POL 314, SAC 314	Polish Cinema	Greig	100	3			13	0								
POL 325, POL 525	Polish Literature in the Nineteenth Century: Reading the Stateless Nation	Greig, Paloff	100	3			4	1								
POL 326, POL 526	Polish Literature in English: 1890 to Present	Greig, Paloff	100	3			20	2					5	1		
POL 621, POL 622	Directed Reading of Polish Literature	CREES Faculty	100	1-4	0	1					0	1				

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
Slavic Languages & Literatures - Russian																
RUSS 220	New Writing in the New Russia	Makin M.	100	3												
RUSS 231	Russian Culture & Society: An Introduction	Maiorova	100	3	20	0					14	0				
RUSS 322	Russia Today: Culture & Identity in a "Multi-national" State	Makin M.	100	4					13	0						X
RUSS 333	Sport in Russia	Makin M.	100	3			32	0					41	0		
RUSS 347, RCHUMS 347	Survey of Russian Literature: Love, Death, and God: Russian Literary Classics 1820-1870	Khagi	100	4	31	0					22	0				
RUSS 352, MEMS 360, RUSS 552	Russian Literature of the Eighteenth Century	Khagi	100	3			2	6								
RUSS 358, RUSS 558	Central Asia through Russian Eyes: Cultural Appropriation of an Exotic Land	Maiorova	100	3							19	8				
RUSS 361, RUSS 561	Russian Modernism: Decadence, Symbolism, and the Avant-garde in Russia	Makin M.	100	3							3	2				
RUSS 364, RUSS 564	Anton Chekhov and His Time	Makin M.	100	3							5	2				
RUSS 365	Russian Fantasy and Science Fiction	Khagi	100	3							8	0				
RUSS 375, RUSS 575, HIST 328, RCHUMS 334	Literature and Empire: Nineteenth-Century Russian Prose	Maiorova	100	3			27	0					39	1		

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
RUSS 391, MEMS 391, RUSS 551	Art, Culture, and Literature in Old Russia	Makin M.	100	3	5	3										
RUSS 430	Supervised Reading of Russian Literature	CREES Faculty	100	1	1	0									X	
RUSS 464, RUSS 857	Tolstoy: War, Love, Death, and Resurrection: Leo Tolstoy and His Artistic Legacy	Maiorova	100	3	2	2										
RUSS 466, RUSS 860	Gogol	Khagi	100	3												
RUSS 499	Advanced Seminar in Russian: Russia Between East and West [Taught in Russian]	Maiorova	100	3			7	0					8	2		
RUSS 552	Russian Literature of the Eighteenth Century	Khagi	100	3			0	6								
RUSS 861	Seminar on Twentieth-Century Russian Literature	Khagi	100	3	0	8										
RUSS 995	Dissertation/Candidate	CREES Faculty	100	1-8	0	6	0	5			0	6	0	5		

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18						S
					FA		WN		SS		FA		WN				
					UG	G	UG	G	UG	G	UG	G	UG	G			
Slavic Languages & Literatures - Slavic																	
SLAV 150	First Year Seminar																
SLAV 150	· Gipsy Kings?! The Peripheral Culture: Roma Minority in Central and Eastern Europe	Pasek	100	3			17	0									
SLAV 150	· World Utopia and Dystopia in Fiction and Film [Includes REEE case studies. Taught by REEE specialist]	Khagi	100	3									6	0			
SLAV 150	· Russia Through its Manifestos: Art and Through in the Provocative Mode	Aizman	100	3													
SLAV 151	First Year Seminar																
SLAV 151	· Rebellion: A Polish Tradition	Westwalewicz	100	4	16	0					18	0					
SLAV 151	· Discourse Under the Influence: An Introduction to Narratology	Paloff	100	4	19	0											
SLAV 151	· Town and Country in Russian Writing	Makin, M.	100	4			11	0					14	0			
SLAV 151	· From Russia, With Love: Sex and Sexualities in Eastern European Culture	Greig	100	4							18	0					
SLAV 225	Arts and Cultures of Central Europe: Metrotexualities: Reading Cities in East/Central Europe	Greig	100	3							44	0					
SLAV 240	Introduction to Slavic Folklore	Makin, M.	100	3	13	0											

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
SLAV 261	Introduction to Baltic Cultures	Khagi	100	3			9	0								
<u>SLAV 290</u>	<u>Studies in Eastern European Cultures</u>															
SLAV 290	· Russian Community in the U.S.	Makin, A.	100	1	27	0										
SLAV 290	· Revolution in the Attic [Focuses on Polish pop culture of the 70s and 80s]	Westwa- lewicz	100	1			60	0					65	1		
SLAV 290	· Eastern Europe Animation: From Propaganda to Revolution	Rogovyk, Bondarenko	100	1			68	0			40	0				
SLAV 290	· Russian Language, People, and Culture and the US	Makin, A.	100	1			19	0								
SLAV 290	· Are Vampires Real? Death, Desire and Disease in Popular Culture [Focuses on folklore legends of Eastern Europe]	Rosic, T.	100	1			16	0								
SLAV 290	· Rock Kills Communism	Westwa- lewicz	100	1			66	1					69	0		
SLAV 290	· Sex in Eastern Europe	Greig	100	3									22	0		
SLAV 290	· Cultures of Ukraine	Rogovyk, Bondarenko	100	2							42	0				
SLAV 290	· Robots, Newts, Plague: Karel Capek's Path towards Anti-Nazi Resistance [Focuses on the work of the Czech author]	Toman	75	1									15	0		
SLAV 290	· The Magic World of the Russian Folk Tale	Makin, A.	100	1									37	0		

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	S
					UG	G	UG	G	UG	G	UG	G	UG	G		
SLAV 290, JUD 218, GER 304	· Jewish Prague	Toman	100	1							33	0	25	0		
SLAV 290	· Satire and Power: 20th Century Masterpieces from Eastern Europe	Toman	100	1									15	0		
SLAV 312, RCHUMS 312	Central European Cinema	Eagle, Greig	100	3	48	0	84	0	31	0	63	0	85	0		X
SLAV 315	Field Work	Slavic Faculty	1-3				1	0								
SLAV 450	Directed Readings in Slavic Studies	Slavic Faculty	1		1	1										
SLAV 470	<u>Topics in Cultural Studies of Central, Eastern &amp; Southern Europe</u>															
SLAV 470, HIST 481, HISTART 489, REEES 405	· Soviet Visual Culture: 1917-1953	Toman	100	3							7	3				
SLAV 500	Teaching of Slavic Languages	Rogovyk	100	3									0	4		
SLAV 510	Language Teaching Pedagogy Lab	Rogovyk	100	1			0	5					0	4		
SLAV 549	Proseminar on Research Methods in Slavic Literatures	Aleksic	100	3			0	4								
SLAV 565	Seminar on East European Literary Theorists	Eagle, Aleksic, Khagi	100	3									0	8		
SLAV 661, SLAV 662	Directed Reading in Slavic Studies	Slavic Faculty	100	1-4							0	5				
SLAV 800	How to Make a Book	Paloff	100	1												



Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
SLAV 875, COMPLIT 760, SAC 622	Yugoslav/Post-Yugoslav Film	Aleksic	100	3										1	6	
Slavic Languages & Literatures - Ukrainian																
UKR 320, UKR 520	An Introduction to Ukrainian Poetry: Hundred Years of Youth	Rogovyk	100	3	1	2										
UKR 450	Internship in Ukraine	Slavic Faculty	100	1												X
Sociology																
SOC 295	Topics in Sociology: Critical Sociology: Marxism, Neo-Marxism, and Post-Marxism	Steinmetz	50	3	20	0										
SOC 305	Introduction to Sociological Theory [Includes Marx and other Marxist theorists]	Zubrzycki	25	4										50	0	
SOC 350	Human Rights in the United Nations [Includes Cold War case studies and intervention in the Balkan Wars of the '90s]	Tsutsui	25	4	87	0										
SOC 430, SOC 530	World Population Dynamics / Social Demography [Research for course may be on REEE topic, taught by REEE specialist]	Anderson	25	3	64	14										
SOC 555	Culture and Knowledge [Includes REEE case studies, taught by REEE specialist]	Zubrzycki	25	3			0	13				0	4			

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
SOC 595	Postcolonial Theory [Includes REEE case studies. Taught by REEE specialist.]	Gocek	25	3	2	11										
SOC 630	Research Methods in Population and Human Ecology: Demographic Methods [Research for course may be on REEE topic, taught by REEE specialist]	Anderson	25	3			0	6					3	14		
SOC 990	Dissertation: Pre-Candidate	CREES Faculty	100	1-8	0	1	0	2			0	2	0	1		
SOC 995	Dissertation/Candidate	CREES Faculty	100	8	0	4	0	4	0	1	0	3	0	2		
Study Abroad																
STDABRD 330	CGIS: Budapest Semesters in Mathematics in Budapest, Hungary		100	1-15					2	0			1	0		
STDABRD 332	CGIS: Central European Studies at Charles University in Prague, Czech Republic		100	1-15			96	0			10	0	6	0		
STDABRD 336	CGIS: Central European Studies in Prague, Czech Republic		100	1-15									11	0		
STDABRD 337	CGIS: Central European Studies Summer Program in Prague, Czech Republic (CIEE)		100	3-10												
STDABRD 338	CGIS: Nationalism, Minorities, and Migrations in Prague, Czech Republic		100	3												

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
STDABRD 346	CGIS: Advanced Russian Language and Culture in Russia		100	1-15												
STDABRD 362	CGIS: Intensive Russian Language and Culture in St. Petersburg, Russia		100	1-15					15	0						
STDABRD 463	CGIS: Central European Studies in Warsaw, Poland		100	1-15			5	0								
Women's Studies																
WOMSTD 345, PSYCH 401	Special Topics in Gender in a Global Context: Psychology of Social Change: Gender and Global Feminisms [Includes Poland and Russia as case studies]	Stewart	35	3									19	0		
WOMSTD 372	Gendered Revolutions, from the Enlightenment to the Internet [Includes REEE case studies]	Armstrong-Price	25	3							6	0				
WOMST 434, REEES 405, SLAV 470	Advanced Topics in Gender, Culture, and Representation: Gender, Feminism, and Women Writers in Eastern Europe	Greig	100	3	4	2							3	1		

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18						S
					FA		WN		SS		FA		WN				
					UG	G	UG	G	UG	G	UG	G	UG	G			
AREA STUDIES COURSES: PROFESSIONAL SCHOOLS																	
Architecture																	
ARCH 323	History of Architecture II [Includes REEE content, taught by REEE specialist]	Herscher	25	3										52	0		
ARCH 409	Special Topics Architecture																
ARCH 409, ARCH 506	· Bauhaus [Travel to Switzerland, Germany, Czech Republic, Poland & Austria)	Herrmann	50	3						13	8						
ARCH 409, ARCH 506	· Soviet Modernism [Includes travel to Georgia, Armenia, & Ukraine]	Bigham	100	3													X
ARCH 409, ARCH 506	· Updating the Visual Lexicon: From Biennale to Biennale [Includes travel to Czech Republic]	Aguirre	25	3													X
ARCH 543	20th Century Architecture [Includes REEE content, taught by REEE specialist]	Herscher	25	3								0	10				
ARCH 603	Seminar in Architectural History																
ARCH 603	· Post-ModernArchitecture [Includes REEE content, taught by REEE specialist]	Herscher	25	3								0	9				
ARCH 603, SLAV 471, SLAV 871	· Technologies of Memory [Includes REEE content, taught by REEE specialist]	Herscher	50	3										3	10		

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
ARCH 990	Dissertation Pre-Candidacy	CREES Faculty	100	3	0	1	0	1								
ARCH 995	Dissertation Candidacy	CREES Faculty	100	8	0	2	0	3			0	2	0	2		
Art & Design																
ARTDES 150	Art & Design in Context [Includes REEE content, taught by REEE specialist]	Aristarkhova	25	3	180	0					190	0				
ARTDES 398	Sexual Objects [Includes REEE content, taught by REEE specialist]	Aristarkhova	25	3			13	5					12	8		
ARTDES 400	Identity Politics in Art and Design [Includes REEE content, taught by REEE specialist]	Aristarkhova	25	4									19	0		
Business - Business Abroad																
BUSABRD 411, BL 411	Cross Cultural Negotiation & Dispute Resolution [Includes field study in Croatia]	Siedel, Schipani	25	3	29	0							13	6		
BUSABRD 412	Global Semester Exchange: University of Economics, Prague	Oldford	100	12			9	6								
BUSABRD 413	Global Semester Exchange: CEA Prague	Oldford	100	.5-20									25	0		
BUSABRD 463	Global Semester Exchange: Warsaw School of Economics	Patterson	100	.5-20									1	0		
Business - Marketing																
MKT 615	International Marketing Management [Includes REEE, taught by REEE specialist.]	Branch	25	1.5			0	64					0	68		

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
Business - Business Economy																
BE 527, EAS 527	Energy Markets and Energy Politics [Includes REEE case studies, research for course may be on REEE topic]	Lyon	25	3	0	14										
Environment & Sustainability																
EAS 541	Remote Sensing [(Includes REEE case studies based on instructor's research in the region)]	Bergen	25	4			0	22						0	19	
Kinesiology																
SM 403	Internship in Sports Management, Russia World Cup Internship [In 3 game sites in Russia]	Phelan, Donahue	100	3-6												X
Law																
LAW 451	Global Consitutionalism [Includes REEE case studies, research for course may be on REEE topic]	Halberstam	25													
LAW 519	UN & Other International Organizations [Includes REEE case studies]	Daugirdas	25	3								0	35			
LAW 602	International Investment Law [Includes REEE case studies]	Ratner	50	3			0	19						0	16	
LAW 616	Bloodfeuds [Includes REEE case studies]	Miller	25	4	0	37						0	33			
LAW 630	International Law [Includes REEE case studies]	Daugirdas	25	4										0	82	

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
LAW 664	European Union Law (Sec. 1)	Halberstam	25	3	0	14					0	19				
LAW 664	European Union Law (Sec. 2)	Halberstam	25	3	0	14					0	23				
LAW 695	International Trade Law [Includes REEE case studies]	Regan	25	3	0	8					0	10				
LAW 724	International Refugee Law [Includes REEE case studies]	Hathaway	25	3	0	20					0	23				
LAW 744	Use of Force in International Law [Includes REEE case studies]	Hakimi	25	2			0	40								
LAW 756	Comparative Human Rights Law [Includes REEE case studies]	McCrudden	25	3							0	27				
LAW 787	Impact of Human Rights on International Law [Includes REEE case studies, research for course may be on REEE topic]	Simma	25	1			0	16					0	23		
LAW 838	Law of Armed Conflict [Includes REEE case studies, research for course may be on REEE topic]	Ratner	25	2									0	13		
Law 848	Colloquium on International Refugee Law [Includes REEE case studies, research for course may be on REEE topic]	Hathaway	25	3			0	9								

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
Music, Theatre & Dance - Dance																
DANCE 241	The Art of Dance: An Introduction to American and European Dance History, Aesthetics, and Criticism [Includes Russian ballet, taught by REEE specialist]	Genne	25	3	7	0					17	0				
Music, Theatre & Dance - Musicology																
MUSICOL 421	Music of the Classical Era [Includes REEE composers]	Whiting	30	3	12	0										
MUSICOL 423, MUSICOL 523	20th-Century Music [Includes REEE composers]	Fulcher	30	3	4	8					3	9				
MUSICOL 647	20th-Century Music: Music under Totalitarian and Authoritarian Regimes [Includes REEE composers]	Fulcher	30	3			0	8								
Music, Theatre & Dance - Voice Literature																
VOICELIT 388, VOICELIT 504, SLAVIC 470	Czech Poetry in Song	Cheek	100	3									6	19		
Officer Education Programs: Air Force																
AERO 411	National Security Forces in Contemporary American Society [Includes REEE content]	Graham	50	3			10	0					11	0		



Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18						S
					FA		WN		SS		FA		WN				
					UG	G	UG	G	UG	G	UG	G	UG	G			
Public Health																	
HBHE 617	Global Public Health [Includes REEE case studies. Taught by REEE specialist.]	King	25	3	1	22					0	25					
Public Policy																	
PUBPOL 495	Drugs, Crime, and Terrorism [Includes REEE case studies. Research for the course may be on REEE topic. Taught by REEE specialist.]	Levitsky	25	3							22	0					
PUBPOL 541, ECON 541	International Trade Policy [Includes REEE case studies. Research for the course may be on REEE topic.]	Deardorff	25	3	0	25								0	13		
PUBPOL 621	Peacebuilding: Law, Diplomacy, and the Transition from Conflict [Includes REEE case studies. Research for the course may be on REEE topic.]	Ciorciari	25	3										0	17		
PUBPOL 675	Human Rights and International Policy [Includes REEE case studies. Research for the course may be on REEE topic.]	Waltz	25	3	0	19											

Course Number	Course Title	Instructor	%	Hrs.	Enrollments 2016-17						Enrollments 2017-18					
					FA		WN		SS		FA		WN		S	
					UG	G	UG	G	UG	G	UG	G	UG	G		
PUBPOL 763	Global Issues: Drugs, Crime, and Terrorism [Includes REEE case studies. Research for the course may be on REEE topic. Taught by REEE specialist.]	Levitsky	25	3												
PUBPOL 766	Issues in U.S. National Security [Includes REEE case studies. Research for the course may be on REEE topic. Taught by REEE specialist.]	Levitsky	35	2			0	24					0	18		

## APPENDIX 1

### UNIVERSITY OF MICHIGAN CENTER FOR RUSSIAN, EAST EUROPEAN, AND EURASIAN STUDIES FACULTY AND STAFF CURRICULUM VITAE, 2017-18

#### Notes

- This appendix includes a list of faculty by disciplines, indicating current rank and tenure status. Primary languages are identified for language faculty only; full information on language competency is provided in the short Curriculum Vitae (CVs).
- Asterisks indicate “core” REES faculty: tenured or tenure-track REES specialists at UM-Ann Arbor who have substantial area training; knowledge of at least one area language; and primary teaching, research, and publications on the area.
- University Library staff assigned to Slavic, East European, and Eurasian studies are listed next, followed by staff in the Weiser Center for Europe and Eurasia and the International Institute with percent effort dedicated to REES noted.

*Unless otherwise noted, all faculty and staff positions are 1 FTE.*

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International Institute Staff CVs	54-55

# **INDEX OF REES FACULTY BY DISCIPLINE**

## **American Culture**

Zaborowska, Magdalena	Professor, Tenured, 15%	46
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## **Anthropology**

Chivens, Thomas	Lecturer IV, Non-tenure-track (5-year contract), 25%	16
*Fehérváry, Krisztina	Associate Professor, Tenured, 75%	18
*Lemon, Alaina	Professor, Tenured, 75%	28

## **Anthropology/Museum of Anthropological Archaeology**

*Galaty, Michael	Professor, Tenured, 100%	19
O'Shea, John	Professor, Tenured, 35%	37

## **Architecture and Urban Planning**

Bigham, Ashley	Lecturer I, Non-tenure-track, .33 FTE, 25%	12
Trandafirescu, Anca	Associate Professor, Tenured, 15%	44

## **Architecture and Urban Planning/Slavic Languages and Literatures/History of Art**

*Herscher, Andrew	Associate Professor, Tenured, 75%	23
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## **Art and Design**

Poskovic, Endi	Professor, Tenured, 25%	39
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## **Art and Design/History of Art/Women's Studies**

Aristarkhova, Irina	Associate Professor, Tenured, 25%	10
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## **Business**

Branch, John	Clinical Assistant Professor, Non-tenure-track, (5-year contract), 25%	13
Kandogan, Yener	Professor (UM Flint), Tenured, 75%	25

## **Classical Studies**

Leontis, Artemis	Professor, Modern Greek, Tenured, 25%	29
Margomenou, Despina	Lecturer III, Modern Greek, Non-tenure-track (5-year contract), 100%	32

## **Classical Studies/Comparative Literature**

Lambropoulos, Vassilios	Professor, Tenured, 15%	28
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## **English**

Chamberlin, Jeremiah	Lecturer IV, Non-tenure-track (5-year contract), 15%	15
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## **English/Judaic Studies**

*Norich, Anita	Professor, Tenured, 50%	36
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## **Environment and Sustainability**

Newell, Joshua	Associate Professor, Tenured, 25%	36
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## **Germanic Languages and Literatures**

Hell, Julia	Professor, Tenured, 30%	22
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## **History**

*Ballinger, Pamela	Associate Professor, Tenured, 50%	10
Eley, Geoff	Professor, Tenured, 25%	17
*Kivelson, Valerie A.	Professor, Tenured, 75%	26
Muller, Anna	Assistant Professor, UM Dearborn, Tenure-track, 50%	35
*Porter-Szűcs, Brian	Professor, Tenured, 75%	39
Rosenberg, William G.	Professor Emeritus, 25%	40
*Suny, Ronald G.	Professor, Tenured, 100%	43

## **History/Anthropology**

*Al-Rustom, Hakem	Assistant Professor, Tenure-track, 100%	8
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## **History/Germanic Languages and Literatures/Judaic Studies**

*Spector, Scott	Professor, Tenured, 50%	42
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## **History/Judaic Studies**

*Veidlinger, Jeffrey	Professor, Tenured, 80%	45
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## **History/Near Eastern Studies**

*Northrop, Douglas	Professor, Tenured, 75%	37
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## **History/Women's Studies**

Canning, Kathleen	Professor, Tenured, (Fall 2017), 25%	14
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## **International and Comparative Studies**

Uehling, Greta	Lecturer II, Non-tenure-track (5-year contract), 50%	45
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## **Law**

Daugirdas, Kristina	Professor, Tenured, 100%	16
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## **Medicine/History**

Markel, Howard	Professor, Tenured, 10%	32
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## **Music, Theatre, and Dance**

Cheek, Timothy	Associate Professor, Non-tenure-track, 25%	15
*Greene, Arthur	Professor, Tenured, 50%	21
Matjias Mecca, Christian	Associate Professor, Tenured, 15%	33

## **Music, Theatre, and Dance/History of Art/Residential College**

Genné, Beth	Professor, Tenured, 40%	19
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## **Music, Theatre, and Dance/Residential College**

Bengtson, Matthew	Assistant Professor, Tenure-track, 50%	11
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## **Near Eastern Studies**

Aghaei, Behrad	Lecturer II, Persian, Non-tenure-track (5-year contract), 100%	8
*Hagen, Gottfried	Professor, Turkish, Tenured, 50%	22
*Knysh, Alexander	Professor, Tenured, 50%	26
Michalowski, Piotr	Professor Emeritus, 25%	35
Sevinc, Nilay	Lecturer II, Turkish, Non-tenure-track, 100%	41

### **Near Eastern Studies/Slavic Languages and Literatures**

*Bardakjian, Kevork	Professor, Armenian, Tenured, 100%	11
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### **Philosophy/Linguistics**

Swanson, Eric	Associate Professor, Tenure-track, 25%	43
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### **Political Science**

Brader, Ted	Professor, Tenured, 15%	13
Jackson, John E.	Professor Emeritus, 25%	24
*Jones, Pauline	Professor, Tenured, 75%	24
*Zhukov, Yuri M.	Assistant Professor, Tenure-track, 100%	47
Zimmerman, William	Professor Emeritus, 25%	47

### **Political Science/Germanic Languages and Literatures/Sociology**

*Markovits, Andrei	Professor, Tenured, 50%	33
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### **Political Science/Judaic Studies**

*Gitelman, Zvi	Professor, Tenured, (Fall 2017), 75%	20
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### **Public Health**

*King, Elizabeth J.	Assistant Professor, Tenure-track, 75%	7
Kodjebacheva, Gergana	Associate Professor, Tenured, UM Flint, 15%	27

### **Public Policy**

Levitsky, Melvyn	Professor, Non-tenure-track, 50%	29
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### **Residential College**

Mendeloff, Katherine	Lecturer IV, Drama, Non-tenure-track (5-year contract), 25%	34
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### **Slavic Languages and Literatures**

Bondarenko, Eugene	Lecturer I, Russian and Ukrainian, Non-tenure-track, 100%	12
Carpenter, Bogdana	Professor Emerita, 25%	14
Fort, Elena	Lecturer I, Russian, Non-tenure-track, .33 FTE, 100%	18
Greig, Jodi	Lecturer I, Non-tenure-track, 100%	21
Humesky, Assya	Professor Emerita, 25%	23
*Khagi, Sofya	Associate Professor, Tenured, 100%	25
*Makin, Michael	Professor, Tenured, 100%	31
Marciniak, Aleksandra	Graduate Student Instructor, Russian, .33 FTE, 100%	31
McCauley, Natalie	Graduate Student Instructor, Russian, .33 FTE, 100%	34
Pasek, Ewa M.	Lecturer II, Czech and Polish, Non-tenure-track (5-year contract), 100%	38
Rogovyk, Svitlana	Lecturer IV and Slavic Language Coordinator, Russian and Ukrainian, Non-tenure-track (5-year contract), 100%	40
Rosic, Marija	Lecturer II, Bosnian/Croatian/Serbian, Non-tenure-track (5-year contract), .5 FTE, 100%	41
Shkolnik, Nina	Lecturer II, Russian, Non-tenure-track (5-year contract), 100%	42
*Toman, Jindrich	Professor, Czech, Tenured, 100%	44
Westwalewicz, Piotr	Lecturer IV, Polish, Non-tenure-track (5-year contract), 100%	46

**Slavic Languages and Literatures/Comparative Literature**

*Aleksić, Tatjana	Associate Professor, Tenured, 100%	9
*Paloff, Benjamin	Associate Professor, Tenured, 100%	38

**Slavic Languages and Literatures/History**

*Maiorova, Olga	Associate Professor, Tenured, 100%	30
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**Slavic Languages and Literatures/Judaic Studies**

*Krutikov, Mikhail	Professor, Yiddish, Tenured, 100%	27
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**Slavic Languages and Literatures/Residential College**

*Eagle, Herbert	Associate Professor, Tenured, 100%	17
Makin, Alina Udalchenko	Lecturer IV, Russian, Non-tenure-track (5-year contract), 100%	30

**Sociology**

*Anderson, Barbara A.	Professor, Tenured, 50%	9
*Zubrzycki, Geneviève	Professor, Tenured, 85%	6

**Sociology/Women's Studies**

Göçek, Fatma Müge	Professor, Tenured, 25%	20
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**INDEX OF  
UNIVERSITY LIBRARY STAFF FOR SLAVIC, EAST EUROPEAN, AND EURASIAN STUDIES**

Billings, Leigh A.	Slavic Cataloger, 100%	48
Crayne, Janet	Librarian, 100%	48
Kirakosyan, Armine	Slavic and Armenian Cataloger, 100%	49
Muchnik, Irina	Slavic Cataloger, 100%	49
Rosic, Marija	Cataloger, .5 FTE, 100%	41
Slater, Walter F.	Associate Librarian, 100%	50
Snyder, Beth	Senior Associate Librarian, 60%	50

**INDEX OF  
WEISER CENTER FOR EUROPE AND EURASIA STAFF AND DIRECTORS**

Barrera, Susan	Administrative Assistant, 20%	51
King, Elizabeth J.	Associate Director, 75%	7
Kohler, Birgitta	International Education Coordinator, 60%	51
Malinkin, Mary Elizabeth	Academic Program Specialist, 100%	52
Orwig, Kathryn	Program Assistant, .5 FTE, 50%	52
Ostafin, Marysia	Program Manager, 50%	53
Zubrzycki, Geneviève	Director, 85%	6

**INDEX OF  
INTERNATIONAL INSTITUTE STAFF**

Brichta, Rachel	Communications Specialist/Team Lead, 20%	54
Burnett, Julie	FLAS Coordinator/Graduate Academic Services Coordinator, 30%	54
Graves, Folaké	Undergraduate Academic Advisor, 10%	55
Szpara, Kelsey	Undergraduate Academic Advisor, 10%	55

## REES FACULTY CVs

**ZUBRZYCKI, GENEVIÈVE**, Professor, Sociology, Tenured; Director, WCEE, CREES, CPPS, CES

**Education:** Certificate in Polish Language, Culture and History, Jagiellonian University, 1991; B.A., History and Slavic Studies, McGill University, 1992; M.Sc., Sociology, University of Montreal, 1995; Ph.D., Sociology, University of Chicago, 2002

**Academic experience:** Assistant/Associate/Full Professor, University of Michigan, 2003-present

**Administrative experience:** Director, CPPS, 2010-present; Director, CREES, 2014-present; Director, WCEE and CES, 2016-present

**Overseas experience:** Poland, Hungary, Canada

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

French (5), Polish (5)

**Percentage instructional content area expertise:** 85%

**Number of area courses taught in the past 5 years:** 5

**Area courses taught:** Introduction to Graduate Study in REES; REES Graduate Core Colloquium; Culture and Knowledge; Nations: Identities, Movements, and Conflicts; Sociology of Nationalism

**Research and teaching specialization:** Historical/comparative sociology, nations and nationalism, political and social change, post-socialism (Poland), sociology of religion, collective memory, Jewish renaissance in contemporary Poland, Polish nationalism, politics of commemoration in Poland

**Number of area publications in the past 5 years:** 12

**Recent publications:** *Resurrecting the Jew: Philosemitism and the Politics of Secularism in Contemporary Poland* (in progress); "National Culture, National Identity, and the Culture(s) of the Nation," in L. Grindstaff, et al., eds., *Sociology of Culture: A Handbook* (in press); *National Matters: Materiality, Culture, and Nationalism*, ed., Palo Alto: Stanford University Press, 2017; "The Politics of Jewish Absence in Contemporary Poland," *Journal of Contemporary History*, 2017; *Beheading the Saint: Nationalism, Religion, and Secularism in Quebec*, University of Chicago Press, 2016; "Nationalism, Philosemitism, and Symbolic Boundary-Making in Contemporary Poland," *Comparative Studies in Society and History*, 2016; "Problematising the 'Jewish Turn,'" in I. Grudzińska-Gross, ed., *Poland and Polin. New Interpretations in Polish-Jewish Studies*, Peter Lang Publishers, 2016; "'Oświęcim/Auschwitz': Archeology of a Mnemonic Battleground," in E. Lehrer and M. Meng, ed., *Jewish Space in Contemporary Poland*, Indiana University Press, 2015; "Catholicisme et judeophilie dans la Pologne contemporaine," *trajectoires de la neutralité*, in V. Amiraux and D. Koussens, eds., *Trajectoires de la neutralité*, Presses de l'Université de Montréal, 2014; "Aesthetic Revolt and the Remaking of National Identity in Quebec, 1960-1969," *Theory and Society*, 2014; "Narrative Shock and (Re)Making Polish Memory in the Twenty-first Century," in F. Vatan and M. Silberman, eds., *Memory and Postwar Memorials: Confronting the Violence of the Past*, Palgrave, 2013; "Polish Mythology and the Traps of Messianic Martyrology," in G. Bouchard, ed., *National Myths: Constructed Pasts, Contested Presents*, Routledge, 2013; "Religion, Religious Tradition and Nationalism: Jewish Revival in Poland and 'Cultural Heritage' in Quebec," *Journal for the Scientific Study of Religion*, 2012; "History and the National Sensorium: Making Sense of Polish Mythology," *Qualitative Sociology*, 2011; "What is Pluralism in a 'Monocultural' Society? Considerations from Post-Communist Poland," in C. Bender and P. Klassen, eds., *After Pluralism: Re-imagining Models of Interreligious Engagement*, Columbia University Press, 2010; *The Crosses of Auschwitz: Nationalism and Religion in Post-Communist Poland*, University of Chicago Press, 2006.

**Number of dissertations/theses supervised in the past 5 years:** 17

**Distinctions:** Orbis Outstanding Book Award in Polish Studies, ASEES (for *The Crosses of Auschwitz*), 2007; Distinguished Book Award, Sociology of Religion Section, American Sociological Association (for *The Crosses of Auschwitz*), 2007; Biennial Kulczycki Book Prize, Polish Studies Association (for *The Crosses of Auschwitz*), 2008; Clifford Geertz Prize for Best Article, Sociology of Culture Section, American Sociological Association (for "History and the National Sensorium: Making Sense of Polish Mythology"), 2011; Steelcase Research Professor (Faculty Fellowship), Institute for the Humanities, UM, 2012-2013; Distinguished Article Award, Society for the Scientific Study of Religion (for "Aesthetic Revolt and the Remaking of National Identity in Quebec, 1960-1969"), 2014; Fellowship, Frankel Institute for Advanced Judaic Studies, UM, 2015-2016; Senior Fellow, Michigan Society of Fellows, UM, 2016-2019; Distinguished Book Award, Political Sociology Section, American Sociological Association (for *Beheading the Saint*), 2017; Aquila Polonica Prize for Best Article, Polish Studies Association (for "Nationalism, Philosemitism, and Symbolic Boundary-Making in Contemporary Poland"), 2017; John Porter Best Book Award, Canadian Sociological Association (for *Beheading the Saint*), 2018.



**KING, ELIZABETH J.**, Assistant Professor, Public Health, Tenure-track; Associate Director, WCEE, CREES, CPPS, CES

**Education:** B.A., Psychology and Slavic Languages and Literatures, University of Kansas, 2000; M.P.H., Global Health, Yale University, 2005; Ph.D., Health Behavior and Health Education, University of North Carolina at Chapel Hill, 2010

**Academic experience:** Associate Research Scientist in Epidemiology, Yale University, 2013; Visiting Research Scientist, School of Public Health, Yale University, 2014; Assistant Professor, University of Michigan, 2014-present

**Administrative experience:** Associate Director, WCEE/CREES/CPPS/CES, 2017-present

**Overseas experience:** Russia, Ukraine, Bosnia and Herzegovina

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian, (4), Serbian/Croatian/Bosnian/Montenegrin (4), Ukrainian (2)

**Percentage instructional content area expertise:** 75%

**Number of area courses taught in the past 5 years:** 1

**Area courses taught:** Global Public Health

**Research and teaching specialization:** HIV prevention; access to HIV services for key affected populations; gender-based violence; Russia; Eastern Europe; Central Asia

**Number of area publications in the past 5 years:** 13

**Recent publications:** “An Application of the Minority Stress Model in a Non-Western Context: Discrimination and Mental Health Among Sexual and Gender Minorities in Macedonia,” w/ K. Stojanovski, et al., *Sexuality Research and Social Policy*, 2017; “Motivators and Barriers to HIV Testing among Street-based Female Sex Workers in St. Petersburg, Russia,” w/ S. Maman, et al., *Global Public Health*, 2017; “Correlates of Serosorting and Knowledge of Sexual Partner’s HIV Status among Men Who Have Sex with Men in Ukraine,” w/ O. Iakunchykova and V. Burlaka, *AIDS and Behavior*, 2017; “Correlates of Double Risk of HIV Acquisition and Transmission among Women Who Inject Drugs in St. Petersburg, Russia,” w/ P. Girchenko, *AIDS and Behavior*, 2017; “Fears about Antiretroviral Therapy among Users of the Internet Forum for People Living with HIV/AIDS in Russia,” w/ V. Dudina and D. Judina, *AIDS Care*, 2017; “‘If she is a good woman...’ and ‘to be a real man...’: Gender, Risk, and Access to HIV Services among Key Populations in Tajikistan,” w/ K. Maksymenko, et al., *Culture, Health and Sexuality*, 2016; “Structural Barriers to Receiving Health Care Services for Female Sex Workers in Russia,” w/ S. Maman, *Qualitative Health Research*, 2013; “The Influence of Stigma and Discrimination on Female Sex Workers’ Access to HIV Services in St. Petersburg, Russia,” w/ S. Maman, et al., *AIDS and Behavior*, 2013; “HIV Testing for Pregnant Women: A Rights-based Analysis of National Policies,” w/ S. Maman, et al., *Global Public Health*, 2013; “Gender Differences in Health Symptoms Associated with the Exposure to Physical Violence in Family: Data from the 2006 National Health Survey in Serbia,” w/ B. Djikanovic and V. Bjegovic-Mikanovic, *Journal of Family Violence*, 2013; “Routine HIV Counseling and Testing during Antenatal Care in Ukraine: A Qualitative Study of the Experiences and Perspectives of Pregnant Women and Antenatal Care Providers,” w/ V. Tripathi, et al., *AIDS Care*, 2013; “Male Sex Work in Russia: ‘In Different Situations, in Different Ways,’” w/ L. Niccolai, et al., *Culture, Health, and Sexuality*, 2013; “Social Vulnerability, Health Behaviors, and Political Responsibility: HIV Testing and Treatment for Female Sex Workers in St. Petersburg, Russia,” *Somatosphere: Science, Medicine, and Anthropology*, 2012.

**Number of dissertations/theses supervised in the past 5 years:** 2

**Distinctions:** FLAS Fellowship (Ukrainian), 2000; Fulbright Student Fellow, St. Petersburg State University, 2000-2001; International Research and Exchanges Board International Advanced Research Opportunities Fellowship, 2005; FLAS Fellowship (Serbian), 2006-2007, Summer 2007, 2007-2008; Fulbright-Hays Doctoral Dissertation Research Abroad in St. Petersburg, 2008-2009; Royster Society of Fellows Edwin A. Greenlaw Dissertation Fellowship, 2009-2010; T-32 NIMH Interdisciplinary HIV Prevention Training Postdoctoral Fellowship, 2010-2012; American Councils Title VIII Southeast European Research Fellowship, 2011; National Institutes of Health Loan Repayment Program in Health Disparities (2011-2014); Weiser Center Faculty Grant (“Linkage to HIV Services for Vulnerable Women in Russia”), 2015; Institute on Women and Gender Faculty Seed Grant, UM, 2016; Weiser Center Faculty Grant (“Sexual and Reproductive Health Needs of Female Labor Migrants in Russia”), 2017.

**AGHAEL, BEHRAD**, Lecturer II of Persian, Near Eastern Studies, Non-tenure-track

**Education:** B.A., Allame Tabatabaei University, Iran, 1989; M.A., Allame Tabatabaei University, Iran, 1993; Ph.D., Persian Studies, University of Texas at Austin, 2005

**Academic experience:** Teaching Assistant/Assistant Instructor, University of Texas, 2002-2005; Lecturer I/II, University of Michigan, 2005-present

**Overseas experience:** Iran

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Persian (5), Dari (4), Tajik (4), Arabic (3), Kurdish (3), Turkish (2)

**Language pedagogy training:** Training as teaching assistant for Mohammad Ghanoonparvar at the University of Texas at Austin (who developed ACTFL guidelines for Persian w/ M. Marashi, University of Utah, and G. Windfuhr, UM)

**Percentage instructional content area expertise:** 100%

**Number of area courses taught in the past 5 years:** 5

**Area courses taught:** Elementary Persian I & II; Intermediate Persian I & II; Modern Persian Fiction

**Research and teaching specialization:** Syntax and morphology, Iranian linguistics

**Number of area publications in the past 5 years:** 1

**Recent publications:** *A Persian Mosaic, Essays on Persian Language, Literature, and Film in Honor of M.R. Ghanoonparvar*, w/ M. Khorrami, eds., Ibex Publishers, 2015; *Iranian Languages and Cultures, Essays in Honor of Gernot Ludwig Windfuhr*, w/ M. Ghanoonparvar, eds., Mazda, 2012.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Distinctions:** Gilbert Whitaker Fund for the Improvement of Teaching Grant, UM, 2017; Instructional Support Services Faculty Project Grant, 2017-2018.

**AL-RUSTOM, HAKEM**, Alex Manoogian Professor of Modern Armenian History and Assistant Professor, History and Anthropology, Tenure track

**Education:** B.Sc., Economics, Dalhousie University, 1999; B.A., Dalhousie University, 2001; M.Sc., Social Anthropology, London School of Economics, 2002; Ph.D., Social Anthropology, London School of Economics, 2013

**Academic experience:** Visiting Lecturer, American University in Cairo, 2011; Lecturer/Manoogian Postdoctoral Fellow in Armenian Studies, University of Michigan, 2012-2013; Assistant Professor, American University in Cairo, 2013-2016; Assistant Professor, University of Michigan, 2016-present

**Overseas experience:** Egypt, Turkey, United Kingdom

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Arabic (5), French (4), Turkish (3), Ottoman Turkish (2), Greek (2)

**Percentage instructional content area expertise:** 100%

**Number of area courses taught in the past 5 years:** 4

**Area courses taught:** History, Memory, and Silence; From Natives to Foreigners: Armenians in Turkey and the Diaspora; Christians of the Middle East: The Armenian Experience; Historical Ethnographies of Post-Ottoman Societies

**Research and teaching specialization:** Silences and absences, the state, indigeneity, displacement, migration, Middle East, Balkans, post-Ottoman societies, modern Armenians, Turkey, France

**Number of area publications in the past 5 years:** 3

**Recent publications:** "Orientalism and the (Un)making of Otherness in Post-Ottoman Turkey," *ARIEL: A Review of International English Literature* (in progress); "Is Turkey a Settler Colonial State? Reconsidering Nation-State Building in Anatolia" (in progress); "Between Anatolia and the Balkans: Tracing Armenians in a Post-Ottoman Order," in K. Babayan and M. Pifer, eds., *An Armenian Mediterranean: Words and Worlds in Motion* (Palgrave Macmillan, forthcoming); "Rethinking the 'Post-Ottoman': Anatolian Armenians as an Ethnographic Perspective," in S. Altorki, ed., *Anthropology of the Middle East*, Blackwell, 2015; "Diaspora Activism and the Politics of Locality: The Armenians of France," in A. Quayson and G. Daswani, eds., *Diaspora and Transnational Studies Companion*, Blackwell, 2013.

**Number of dissertations/theses supervised in the past 5 years:** 11

**Distinctions:** Mellon Foundation Grant, 2014-2016; Eisenberg Institute for Historical Studies Faculty Fellowship, UM, 2017-2018; Mellon Foundation Grant, 2017-2020.

**ALEKSIĆ, TATJANA**, Associate Professor, Slavic Languages and Literatures and Comparative Literature, Tenured

**Education:** B.A., English Language and Literature, University of Niš, Serbia, 1993; M.A., English Literature and Theory, University of Niš, Serbia, 2002; Ph.D., Comparative Literature, Rutgers University, 2007

**Academic experience:** Assistant/Associate Professor, University of Michigan, 2007-present

**Overseas experience:** Yugoslavia, Serbia, Scotland

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Bosnian (5), Croatian (5), Serbian (5), French (3), Italian (3), Latin (3), Modern Greek (3)

**Percentage instructional content area expertise:** 100%

**Number of area courses taught in the past 5 years:** 10

**Area courses taught:** Slavic Folklore: Vampires; Seminar on Russian and East European Film; Central European Cinema; In No Man's Land: Migrations and Human Trafficking in the Balkans; The Legacy of the Holocaust in Yugoslav Culture: How and Why We Need to Narrate the Holocaust; Myth and History in Contemporary Balkan Literature; Yugoslav/Post-Yugoslav Film; Seminar in East European Literary Theories; Proseminar on Research Methods in Slavic Literatures

**Research and teaching specialization:** Literary and cultural theory; nationalism; the Balkans and Modern Greece; film; gender, sexuality and the body; violence against marginal social groups; strategies of civil disobedience, eco-politics

**Number of area publications in the past 5 years:** 9

**Recent publications:** *Mediated Resistance: The Struggle for Independent Mediascapes During the Yugoslav Dissolution*, w/ A. Bošković, eds., (under contract, Brill); "Of Families and Other Sacred Cows on the Serbian Screen," in S. Vladiv-Glover, ed., *Scholarship as the Art of Life: Contributions on Serbian Literature, Culture, and Society by Friends of Radmila (Rajka) Gorup*, Slavica, 2016; "Zajednica, moć i telo" [Community, Power and the Body], *Sarajevske sveske*, 2014; *Sacrificed Body: Balkan Community Building and the Limits of Freedom*, University of Pittsburgh Press, 2013.

**Number of dissertations/theses supervised in the past 5 years:** 10/6

**Distinctions:** Office of the Vice President for Research Award, UM, 2008; Serbian Ministry for Diaspora Award for Exchange Scholars, 2008; President, North American Society for Serbian Studies, 2014-2016.

**ANDERSON, BARBARA A.**, Ronald Freedman Collegiate Professor of Sociology and Populations Studies and Professor, Sociology, Tenured

**Education:** B.A., Mathematics, University of Chicago, 1970; Ph.D., Sociology, Princeton University, 1974

**Academic experience:** Research Associate, Princeton University, 1973-1975; Research Associate, Yale University, 1974-1975; Visiting Assistant Professor, Yale University, 1975; Assistant Professor, Yale University, 1975-1976; Associate Professor, Brown University, 1976-1984; Professor, University of Michigan, 1984-present

**Overseas experience:** USSR, Russia, Estonia, Latvia, Lithuania, Ukraine, China, South Africa

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (3)

**Percentage instructional content area expertise:** 50%

**Number of area courses taught in the past 5 years:** 5

**Area courses taught:** Population and Health in Societies in Transition (Former Soviet Union, China, and South Africa World Population Dynamics); Social Demography; Research Workshop in Social Demography; Research Methods in Population and Human Ecology

**Research and teaching specialization:** Comparative social and demographic change; Soviet and post-Soviet society; historical demography; demographic techniques

**Number of area publications in the past 5 years:** 2

**Recent publications:** *World Population Dynamics: An Introduction to Demography*, Pearson, 2014; "Projecting Low Fertility: Some Thoughts about the Plausibility and Implications of Assumptions (in Russian)," *Demograficheskoye obozrenie (Demographic Review)*, 2014; "Adult External Cause Mortality in South Africa and Russia: 1997-2002," w/ H. Phillips, *University of Michigan Population Studies Center Research Report*, 2006.

**Number of dissertations/theses supervised in the past 5 years:** 5

**Distinctions:** Fellow, Center for Advanced Study in the Behavioral Sciences, 1990-1991; Director, CREES, 1999-2001, 2003-2005; Regents' Distinguished Public Service Award, UM, 2008; Population Association of America Honoree, 2016.

**ARISTARKHOVA, IRINA**, Associate Professor, Art and Design, Tenured

**Education:** B.A., Philosophy and Sociology, Moscow State University, 1992; M.A., Sociology and Social Theory, University of Warwick, 1995; Ph.D., Social Theory, Russian Academy of Sciences, 1999

**Academic experience:** Senior Lecturer, Lasalle College of the Arts, 1999-2001; Assistant Professor, National University of Singapore, 2001-2006; Assistant Professor, Pennsylvania State University, 2006-2012; Visiting Professor, Danube University, 2008; Associate Professor, University of Michigan, 2012-present

**Overseas experience:** USSR, Russia, United Kingdom, Singapore, Austria

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (5), French (2)

**Percentage instructional content area expertise:** 25%

**Number of area courses taught in the past 5 years:** 4

**Area courses taught:** Art and Design in Context; Sexual Objects; Identity Politics in Art and Design; Dialogues in Feminism, Technology, and Culture

**Research and teaching specialization:** Comparative feminist theory, comparative aesthetics

**Number of area publications in the past 5 years:** 3

**Recent publications:** *The Art of Welcome: Hospitality in Contemporary Art* (in progress); "Radical Hospitality of Mithu Sen: *No Matter if It Takes Me a Lifetime*" (in progress); "Virtual Difference in Online Communities," *Cultures of the Internet*, 2016; "The Journeys of the Matrix," *Project International*, 2015; "What Gentrification?" *Infinite Mile: A Journal of Art and Culture(s) in Detroit*, 2015; "Hospitality," *Moscow Art Journal*, 2014; "On Food and Other Art Forms," *The Show is Many Things*, 2014.

**Number of dissertations/theses supervised in the past 5 years:** 4

**Distinctions:** British Council Scholarship, University of Warwick, 1993; European Union Research Fellowship, University of Warwick, 1995; Sawyer International Visitor Fellowship, University of Chicago, 2000; Visiting Professorship, Danube University, 2008.

**BALLINGER, PAMELA**, Fred Cuny Professor of the History of Human Rights and Associate Professor, History, Tenured

**Education:** B.A., Anthropology, Stanford University, 1990; M.Phil., Cambridge University, Social Anthropology, 1991; M.A., Anthropology and History, Johns Hopkins University, 1994; Ph.D., Anthropology and History, Johns Hopkins University, 1999

**Academic experience:** Assistant/Associate Professor, Bowdoin College, 1998-2011; Associate Professor, University of Michigan, 2011-present

**Overseas experience:** United Kingdom, Italy, Greece, Croatia, Slovenia

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Italian (5), French (3), Croatian (2)

**Percentage instructional content area expertise:** 50%

**Number of area courses taught in the past 5 years:** 4

**Area courses taught:** Human Rights, Anticolonialism, and the Global Cold War; Making the Modern Mediterranean; Tracking Human Rights; Seminar in Anthropology and History I; Anthropology and History Workshop/Reading Group

**Research and teaching specialization:** Human rights, refugees and displacement, memory, fascism, seascapes and coastal issues, Croatia/ex-Yugoslavia, Italy

**Number of area publications in the past 5 years:** 5

**Recent publications:** "A Sea of Difference, A History of Gaps? Migrations between Italy and Albania, 1939-1992," *Comparative Studies in Society and History*, 2018; "Recursive Easts, Shifting Peripheries: Whither Europe's 'Easts' and 'Peripheries?'" and "Whatever Happened to Eastern Europe? Revisiting Europe's Eastern Peripheries," *East European Politics & Societies and Cultures*, 2017; "Mobile Natures: Tourism, Symbolic Geographies, and Environmental Protection on the Croatian Adriatic," *Journal of Tourism History*, 2014; "Impossible Returns, Enduring Legacies: Recent Historiography of Displacement and the Reconstruction of Europe after World War II," *Contemporary European History*, 2013; "Entangled Histories or 'Extruded' Histories? Displacement, Refugees, and Repatriation after World War II," *Journal of Refugee Studies*, 2012.

**Number of dissertations/theses supervised in the past 5 years:** 15/1

**Distinctions:** Residential Fellowship, Stanford University, 2009-2010; Frederick Burkhardt Residential Fellowship for Recently Tenured Scholars, 2009-2012; Faculty Fellow, Eisenberg Institute for Historical Studies, UM, 2012-2013; Residential Fellowship, Shelby Cullom Davis Center for Historical Studies, Princeton University, 2014-2015; President, Society for the Anthropology of Europe, 2014-2016.

**BARDAKJIAN, KEVORK**, Marie Manoogian Professor of Armenian Languages and Literatures and Professor, Near Eastern Studies and Slavic Languages and Literatures, Tenured

**Education:** A.B., English Language and Literature, Damascus University, 1964; M.A., Armenian Language and Literature, Yerevan State University, 1969; Ph.D., Armenian Studies, Oxford University, 1979

**Academic experience:** Instructor/Lecturer/Senior Lecturer, Harvard University, 1974-87; Associate/Full Professor, University of Michigan, 1987-present

**Overseas experience:** USSR, Armenia, Syria, Lebanon

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Arabic (5), Armenian (5), Russian (5), Azerbaijani (4), French (4), Turkish (4), Persian (3), Greek (2)

**Language pedagogy training:** ACTFL Oral Proficiency Workshop, Monterey, 1989

**Percentage instructional content area expertise:** 100%

**Number of area courses taught in the past 5 years:** 7

**Area courses taught:** First-Year Armenian I & II; Second-Year Armenian I & II; Introduction to Modern Armenian Literature; Armenia: Culture and Ethnicity; Nationalities in the Ottoman Empire: The Rise and Demise of the Western Armenians

**Research and teaching specialization:** Armenian language, literature, and culture

**Number of area publications in the past 5 years:** 3

**Recent publications:** *The Armenian Apocalyptic Tradition: A Comparative Perspective: Essays Presented in Honor of Professor Robert W. Thomson on the Occasion of his Eightieth Birthday*, Brill, 2014; “Konstandin Erznkac’i’s Vision Poem: Who Bestow Poetic Grace and How,” in A. Mardirossian, et al., *Mélanges Jean-Pierre Mahé*, CNRS Centre de recherche d’histoire et civilisation de Byzance, Travaux et Mémoires, 2014.

**Number of dissertations or theses supervised in the past 5 years:** 2

**Distinctions:** Director, Armenian Studies Program, 1995-2007; Honorary Doctorate, Yerevan State University, 2006; President, The Society for Armenian Studies, 2010-2014; Fellow, Armenian National Academy of Sciences, Republic of Armenia, 2011; Honorary Doctorate, Khachatur Abovyan Pedagogical University, Yerevan, 2011; “The Hakob Meghapart Medal” for Contributions to Armenian Studies, The Republic of Armenia Ministry of the Diaspora and the Mekhitarist Congregation, 2014.

**BENGTSON, MATTHEW**, Assistant Professor, Music, Tenure-track

**Education:** B.A., Computer Science, Harvard University, 1996; M.M., Johns Hopkins University, Piano

Performance, 1997; D.M.A., Piano Performance, Johns Hopkins University, 2001

**Academic experience:** Faculty, Settlement Music School, 2002-2005; College House Music Fellow in Piano, University of Pennsylvania, 2003-2016; Piano Instructor, Haverford and Bryn Mawr Colleges, 2003-2016; Assistant Professor, University of Michigan, 2016-present

**Overseas experience:** Australia, Austria, France, Germany, Hungary, India, Italy

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

French (3), Korean (2), German (1), Italian (1)

**Percentage instructional content area expertise:** 50%

**Number of area courses taught in the past 5 years:** 2

**Area courses taught:** Piano in the Romantic Era; Advanced Piano Literature; Comprehensive Piano Study

**Research and teaching specialization:** Music of Alexander Scriabin and Karol Szymanowski; piano performance and literature

**Number of area publications in the past 5 years:** 2

**Recent publications:** “The Szymanowski Clash: Harmonic Conflict and Ambiguity in the Szymanowski Mazurkas,” *Intersections*, 2018; *The Alexander Scriabin Companion: History, Lore and Performance*, w/ L. Ballard and J. Young, Rowman and Littlefield Press, 2017.

**Recent recordings:** *Karol Szymanowski: Masterworks for Violin and Piano, Piano Solo*, w/ B. Bednarz, Musica Omnia, 2017; *Scriabin Piano Sonatas: Vol. II*, Roméo Records, 2015; *Jan Krzywicki: Alchemy, Solo Piano and Chamber Music*, Albany Records, 2011; *Albeniz, Mendelssohn, Chopin: Piano Works*, Roméo Records, 2010.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Distinctions:** Prix de la Ville de Fontainebleau, 2002; La Gesse Foundation Fellowship, 1999-2002; Stefan and Wanda Wilk Price for Research in Polish Music, Polish Music Center, University of Southern California, 2003; Steinway Artist, 2013; Global Music Awards, Silver Medal for Outstanding Achievement, 2015; Finalist for the American Prize (Solo Piano Division), 2015.

**BIGHAM, ASHLEY**, Lecturer I, Architecture, Non-tenure-track

**Education:** B.Arch., University of Tennessee, 2009; M.Arch., Yale University, 2013

**Academic experience:** Lecturer and Visiting Researcher, The Center for Urban History of East Central Europe, Lviv, Ukraine, Spring 2014; Walter B. Sanders Fellow in Architecture, University of Michigan, 2015-2016, Lecturer I, University of Michigan, 2016-present

**Overseas experience:** Ukraine, Poland

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

N/A

**Percentage instructional content area expertise:** 25%

**Number of area courses taught in the past 5 years:** 2

**Area courses taught:** Bizarre Bazaar: Ukraine & Poland (Travel Seminar); Soviet Modernism (Travel Seminar)

**Research and teaching specialization:** Architectural design; architecture of western Ukraine as forces of globalization in defense architecture

**Number of area publications in the past 5 years:** 0

**Recent publications:** "Another South: Exurbs and America," *Places Journal*, 2017; "A Studio Syllabus: Rules for Working with Shapes," *POOL: Rules*, 2017; "Viewing the Domestic: Hidden in Plain Sight," *STUDIO: Hidden, Issue*, 2016; "Conflict and Heritage: The Status of Extrastate Landmarks," w/ E. Herrmann, *CLOG: Landmark*, 2015; "The Generic Void," *CLOG: World Trade Center*, 2014

**Recent exhibitions:** "Invisible Women: Portraits of Aging in Ukraine," w/ G. Mahoney, UM, Aug.-Sept., 2016; "How Ukrainians See the U.S. and How Americans See Ukraine," Fulbright Jubilee Exhibition, Kyiv, Ukraine, Oct.-Nov. 2017.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Distinctions:** First Prize, Tau Sigma Delta Bronze Medal, Alpha Rho Chi Medal, and Faculty Letter of Excellence, University of Tennessee College of Architecture and Design, 2009; Fulbright Research Fellow, Lviv, Ukraine, 2013-2014; Walter B. Sanders Fellowship Exhibition Grant, UM, 2015-2016; Center for Research on Teaching and Learning (CRLT) Lecturers' Professional Development Fund Grant, UM, 2016; UM Research SEED Funding, 2016; CRLT Inclusive Teaching Grant, UM, 2018.

**BONDARENKO, EUGENE**, Lecturer I of Russian and Ukrainian, Slavic Languages and Literatures, Non-tenure-track

**Education:** B.A., Russian, East European, and Eurasian Studies, University of Michigan, 2011; M.A., Russian, East European, and Eurasian Studies, University of Michigan, 2013

**Academic experience:** Russian tutor, Residential College, UM, 2007-2010; Lecturer I, University of Michigan, 2014-present

**Overseas experience:** Ukraine

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Ukrainian (5), Russian (5), French (3)

**Language pedagogy training:** SLAVIC 500: Teaching of Slavic Languages; SLAVIC 510: Language Teaching Pedagogy Lab, 2015

**Percentage instructional content area expertise:** 100%

**Number of area courses taught in the past 5 years:** 7

**Area courses taught:** First-Year Ukrainian I & II; Second-Year Russian I & II; Intensive First-Year Russian; Modern Ukrainian Culture; Eastern Europe Animation: From Propaganda to Revolution

**Research and teaching specialization:** Ukrainian and Russian languages

**Number of area publications in the past 5 years:** 0

**Recent publications:** N/A

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Distinctions:** Brown Travel Grant, Residential College, UM; Honors, UM, 2011; Weiser Center for Emerging Democracies Fellowship, UM, 2011-2012.

**BRADER, TED**, Professor, Political Science, Tenured

**Education:** B.A., Government, Dartmouth College, 1993; Ph.D., Political Science, Harvard University, 1999

**Academic experience:** Lecturer, Harvard University, 1999-2000; Assistant/Associate/Full Professor, University of Michigan, 2000-present

**Overseas experience:** Sweden, Qatar, Dominican Republic, Spain, Canada

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

N/A

**Percentage instructional content area expertise:** 15%

**Number of area courses taught in the past 5 years:** 2

**Area courses taught:** Media and Public Opinion; Seminar in Comparative Political Behavior

**Research and teaching specialization:** Public opinion; media effects; political psychology; campaigns and elections; political parties

**Number of area publications in the past 5 years:** 0

**Recent publications:** "Gaffe Appeal: A Field Experiment on Partisan Selective Exposure to Election Messages," w/ T. Ryan, *Political Science Research Methods*, 2017; "Cross-Pressures Scores: An Individual-Level Measure of Cumulative Partisan Pressures Arising from Social Group Memberships," w/ J. Tucker and A. Theriault, *Political Behavior*, 2014; "Which Parties Can Lead Opinion? Experimental Evidence on Partisan Cue-Taking in Multiparty Democracies," w/ J. Tucker and D. Duell, *Comparative Political Studies*, 2013; "Following the Party's Lead: Party Cues, Policy Opinion, and the Power of Partisanship in Three Multiparty Systems," w/ J. Tucker, *Comparative Politics*, 2012; "What's Left Behind When the Party's Over: Survey Experiments on the Effects of Partisan Cues in Putin's Russia," w/ J. Tucker, *Politics and Policy*, 2009; "Pathways to Partisanship: Evidence from Russia," w/ J. Tucker, *Post-Soviet Affairs*, 2008.

**Number of dissertations/theses supervised in the past 5 years:** 12

**Distinctions:** Pi Sigma Alpha Award for Outstanding Undergraduate Teaching, UM, 2003-2004; Best Paper Award, American Political Science Association, 2007; Emerging Scholar Award, American Political Science Association, 2009.

**BRANCH, JOHN**, Assistant Professor, Business Administration, Non-tenure-track

**Education:** B.E.Sc., Engineering Science, University of Western Ontario, 1990; M.B.A., University of New Brunswick, 1993; M.A.Ed., Washington University in Saint Louis, Education, 2003; Ph.D., University of Cambridge, Philosophy, 2004; Ed.D., University of Michigan, Education, 2017

**Academic experience:** Lecturer/Assistant Professor, École Supérieure de Commerce de Rennes, 1993-1996; Senior Lecturer, Washington University in Saint Louis, 2001-2006; Lecturer I-IV/Assistant Professor, University of Michigan, 2006-present

**Overseas experience:** Bosnia, Bulgaria, Croatia, Estonia, Georgia, Hungary, Kazakhstan, Kyrgyzstan, Lithuania, Latvia, Poland, Russia, Serbia, Slovenia, Ukraine, Uzbekistan

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

French (3), Russian (1), Spanish (1)

**Percentage instructional content area expertise:** 25%

**Number of area courses taught in the past 5 years:** 1

**Area courses taught:** International Marketing Management; Marketing in Russia

**Research and teaching specialization:** Marketing, consumer behavior, marketing strategy, international business education, educational administration

**Number of area publications in the past 5 years:** 0

**Recent publications:** "Institutions and Rim Growth: An Exploratory Study in Kosovo," w/ B. Krasniqi, *Journal of Entrepreneurship* (under review); *Teaching and Learning Entrepreneurship*, w/ C. Nygaard and A. Hørsted, eds., Libri Publishing, 2017; *The Globalisation of Higher Education*, w/ A. Hørsted, eds., Libri Publishing, 2017; *Teaching and Learning Innovations in Higher Education*, w/ C. Nygaard, et al., eds., Libri Publishing, 2017; *Assessing Learning in Higher Education*, w/ C. Nygaard and P. Bartholomew, eds., Libri Publishing, 2016.

**Number of dissertations/theses supervised in the past 5 years:** 10

**Distinctions:** Academic Director, USAID Grant, Kazakhstan, 2006-2007; Academic Director, USAID Grant, Algeria, 2007-2009; Society for Marketing Advances Sherwin-Williams Distinguished Teaching Award, 2011; Fellow, Global Marketing Network, 2012; Digital Education and Innovation Grant, 2014; M.M. Teaching Award, Ross School of Business, UM 2017; Visiting Fellowship, Wolfson College, University of Cambridge, England, 2017-2018.

**CANNING, KATHLEEN**, Sonya Rose Collegiate Professor of History, Arthur F. Thurnau Professor, and Professor, History and Women's Studies, Tenured

**Education:** B.A., History, University of Oregon, 1977; M.A., History, Universität Heidelberg, 1983; M.A., History, Johns Hopkins University, 1985; Ph.D., History, Johns Hopkins University, 1988

**Academic experience:** Assistant/Associate/Full Professor, University of Michigan, 1988-2017; Professor Emerita, University of Michigan, 2018-present

**Overseas experience:** Germany

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

German (5)

**Percentage instructional content area expertise:** 25%

**Number of area courses taught in the past 5 years:** 3

**Area courses taught:** Genders, Bodies, and Sexualities in History; The Aftermath of War and Genocide: Remembering and Forgetting in Twentieth-Century Germany; The Experience and Memory of World War I in Europe

**Research and teaching specialization:** Modern German social, cultural, and political history; citizenship; labor movements; transnational history of gender, body, and sexuality

**Number of area publications in the past 5 years:** 0

**Recent publications:** *Citizenship Effects: Gender and Sexual Crisis in the Aftermath of War and Revolution in Germany, 1914-1930* (in progress); "Gender Order/Disorder and New Political Subjects in the Weimar Republic," in G. Metzler and D. Schumann, eds., *Geschlechterordnung und Politik in der Weimarer Republik*, Verlag J.H.W. Dietz, 2016; "War, Citizenship, and Rhetorics of Sexual Crisis: Reflections on States of Exception in Germany, 1914-1920," in G. Eley, et al., eds., *German Modernities from Wilhelm to Weimar: A Contest of Futures*, Bloomsbury, 2016.

**Number of dissertations/theses supervised in the past 5 years:** 2

**Distinctions:** Identified as one of the nation's great professors by *Newsweek* (August 12, 2009 issue); Michigan Humanities Award, UM, 2009-2010; Senior Fellow, Freiburg Institute for Advanced Studies, Albert-Ludwigs-Universität Freiburg, 2009-2010; Helmut F. Stern Professor (Faculty Fellowship), Institute for the Humanities, UM, 2012-2013.

**CARPENTER, BOGDANA**, Professor Emerita, Slavic Languages and Literatures

**Education:** M.A., Romance Philology, University of Warsaw, 1963; Ph.D., Comparative Literature, University of Berkeley, 1974

**Academic experience:** Lecturer, University of California, Berkeley, 1973-1974; Assistant Professor, University of Washington-Seattle, 1974-1983; Assistant/Associate/Full Professor, University of Michigan, 1983-2008; Professor Emerita, University of Michigan, 2008-present

**Overseas experience:** Poland, France, Germany, Italy

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Polish (5), French (5), Russian (5), Italian (3), Latin (3)

**Percentage instructional content area expertise:** 25%

**Number of area courses taught in the past 5 years:** 1

**Area courses taught:** Arts and Culture on Central Europe; Polish Literature to 1900; Twentieth-Century Polish Literature; Seminar in Polish Literature; Polish Translation Workshop

**Research and teaching specialization:** Polish language, literature, and culture; comparative literature

**Number of area publications in the past 5 years:** 0

**Recent publications:** "Nine Flashbacks," in C. Haven, ed., *An Invisible Rope Portraits of Czesław Miłosz*, Ohio University Press, 2011; *In Praise of the Unfinished* by Julia Hartwig, w/ J. Carpenter, trans., Alfred Knopf, 2008.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Distinctions:** Chair, Department of Slavic Languages and Literatures, UM, 1990-1996, 1997-1999, 2006-2007; Poland's Golden Cross of Merit, 1999; Member of Polish Academy of Science's International Committee for Polish Studies Abroad, 2001-2005.



**CHAMBERLIN, JEREMIAH**, Lecturer IV, English, Non-tenure-track

**Education:** B.A., University of Michigan, 1997; M.F.A, University of Michigan, 2004

**Academic experience:** Lecturer I/II/III/IV, University of Michigan, 2006-present

**Overseas experience:** Bulgaria, Greece

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

French (3), Modern Greek (2), Bulgarian (2)

**Percentage instructional content area expertise:** 15%

**Number of area courses taught in the past 5 years:** 2

**Area courses taught:** Immersion Writing: Truth, Fact, and Art; The Art and Craft of Contemporary Short Fiction

**Research and teaching specialization:** Writing, literary analysis, Bulgarian literature

**Number of area publications in the past 5 years:** 1

**Recent publications:** "A Lifetime to Write: Warren Wilson and the Origins of the Low-Residency MFA," *Poets & Writers*, 2016; "Know Thyself: The Linguistics of Place," *Poets & Writers*, 2015; *Creative Composition*, w/ E. Pollack and N. Bakopoulos, eds., Cengage: 2014; "Author Tour Revolution," *Poets & Writers*, 2012; "The Sozopol Fiction Seminar," *Poets & Writers*, 2010; "Art in Translation," *Vagabond: Bulgaria's English Monthly*, 2009.

**Number of dissertations/theses supervised in the past 5 years:** 5

**Distinctions:** Jule and Avery Hopwood Award for Short Fiction, UM, 2004; Pushcart Prize Special Mention in Fiction, 2008; First Place, Glimmer Train's Family Matter's Story Competition, 2009; Member, Board of Directors, Elizabeth Kostova Foundation, 2011-present; Undergraduate Research Opportunity Program Outstanding Research Mentor Award, 2011; Matthews Underclass Teaching Award for Dedication to Undergraduate Education, UM, 2014; Award for Outstanding Individual Contribution to Undergraduate Education, UM, 2015; Fulbright Senior Research Scholar Award, Bulgaria, 2016-2017.

**CHEEK, TIMOTHY**, Associate Professor, Performing Arts, Non-tenure-track

**Education:** B.M., Piano Performance, Oberlin Conservatory of Music, 1980; M.M., Piano Performance, University of Texas at Austin, 1982; M.M., University of Michigan, 1985; D.M.A., Collaborative Piano and Chamber Music, University of Michigan, 1996

**Academic experience:** Adjunct Instructor, Albion College, 1988-1993; Assistant/Associate Professor, University of Michigan, 1994-present

**Overseas experience:** Czech Republic, Luxembourg, Australia, Italy, Chile, South Africa, Slovakia, Germany, Canada, Hong Kong, Hungary, United Kingdom

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Italian (5), Czech (4), German (4), French (2)

**Percentage instructional content area expertise:** 25%

**Number of area courses taught in the past 5 years:** 2

**Area courses taught:** Czech Poetry in Song; Czech Vocal Literature

**Research and teaching specialization:** Czech vocal music and lyric diction; the music of Vítězslava Kaprálová; piano performance and education

**Number of area publications in the past 5 years:** 3

**Recent publications:** The Janáček Opera Libretti: Translations and Pronunciation, Volume III: Jenůfa, Rowman & Littlefield, 2017; "Sad Evening, Great Discovery: Bringing to Light a New Song by Vítězslava Kaprálová," *The Kaprálová Society Journal*, 2014; *Singing in Czech: A Guide to Czech Lyric Diction and Vocal Repertoire*, Rowman and Littlefield, 2014; *Rusalka: A Performance Guide with Translations and Pronunciation*, Scarecrow, 2012; *The Bartered Bride - Prodaná nevěsta: Performance Guide with Translations and Pronunciation*, Scarecrow, 2009.

**Recent publications/recordings:** *Song of a Czech: Dvořák and Janáček for Men's Voices*, w/ professional men's chorus Cantus, Cantus Recordings, 2013.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Distinctions:** International Research and Exchanges Board Grant, 1999, 2001, and 2004; Center for Research on Learning and Teaching Grant, UM, 2007; Office of the Vice-President for Research Grant, UM, 2013; International Institute Experiential Learning Fund Grant (to support student attendance at the Moravian Masterclass in Náměšť nad Oslavou, Czech Republic), UM, 2011, 2013, 2016; Certificate of Recognition from the Czech Republic, 2015.

**CHIVENS, THOMAS**, Lecturer IV, Anthropology, Non-tenure-track

**Education:** B.A., Anthropology and Psychology, University of California, Santa Cruz, 1994; Ph.D., Anthropology, University of North Carolina at Chapel Hill, 2004

**Academic experience:** Lecturer I/III/IV, University of Michigan, 2006-present

**Overseas experience:** Poland

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Polish (4)

**Percentage instructional content area expertise:** 25%

**Number of area courses taught in the past 5 years:** 1

**Area courses taught:** Malinowski's Other Worlds: Journeys In and Out of Polish Cultural Production; Introduction to Anthropology

**Research and teaching specialization:** Anthropology of policing; politics of knowledge; anthropological method; violence, gender, and security; North America and Poland; awareness, risk, and technology

**Number of area publications in the past 5 years:** 0

**Recent publications:** "The Politics of Awareness: Making Domestic Violence Visible in Poland," in K. Fabian, ed., *Violence against Women in Post-Communist Europe and Eurasia: Global Forces, Local Activism, and Domestic Policy*, Indiana University Press, 2010; "Płeć a Interwencja" [Intervening Gender], in A. Koscińska and R. Hryciuk, eds., *Gender: Perspektywa antropologiczna*, University of Warsaw, 2007; "After Post-Socialism? Transition's Obscured Inevitability," *The Anthropology of East Europe Review*, 2005.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Distinctions:** Andrew Mellon Post-Doctoral Fellowship, Center for the Study of Cultures, Rice University, 2004-2006; Excellence in Concentration Advising Award, UM, 2014.

**DAUGIRDAS, KRISTINA**, Professor, Law, Tenured

**Education:** B.A., Public Policy, Brown University, 1999; Diploma, Economics, London School of Economics, 2002; J.D., New York University, 2005

**Academic experience:** Assistant/Full Professor, University of Michigan, 2010-present

**Overseas experience:** Switzerland, United Kingdom, Italy, Germany, Austria

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Lithuanian (5), French (3)

**Percentage instructional content area expertise:** 100%

**Number of area courses taught in the past 5 years:** 5

**Area courses taught:** Transnational Law; International Law; The United Nations and Other International Organizations; International Environmental Law and Policy; International Intellectual Property

**Research and teaching specialization:** International and comparative law; public interest law; public law and regulatory policy; intellectual property; environment and natural resources law

**Number of area publications in the past 5 years:** 3

**Recent publications:** *The Dark Side of Reputation: Understanding the United Nations' Failure to Effectively Confront Sexual Violence* (in progress); "Contemporary Practice of the United States Relating to International Law," *American Journal of International Law*, 2017; "How and Why International Law Binds International Organizations," *Harvard International Law Journal*, 2016; "The International Law Commission Reinvents Itself?," *American Journal of International Law*, 2014; "Reputation and the Responsibility of International Organizations," *European Journal of International Law*, 2014.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Distinctions:** Third Place, Richard D. Cudahy Writing Competition, 2008; Francis Deak Prize, *American Journal of International Law*, 2013; Visiting Fellow, Graduate Institute of International and Development Studies, Geneva, 2016-2017.

**EAGLE, HERBERT**, Associate Professor, Slavic Languages and Literatures, Tenured

**Education:** B.S., Humanities and Science and Mathematics, Massachusetts Institute of Technology, 1963; M.A., Slavic Languages and Literatures, University of Michigan, 1969; Ph.D., Slavic Languages and Literatures, University of Michigan, 1973

**Academic experience:** Visiting Instructor, Engineering College of Manipal, India, 1965; Assistant/Associate Professor, Purdue University, 1973-1979; Associate Professor, University of Michigan, 1979-present

**Overseas experience:** India, Czechoslovakia, India, USSR, Russia, Yugoslavia

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Czech (5), Russian (5), French (5), German (3), Hindi (2)

**Percentage instructional content area expertise:** 100%

**Number of area courses taught in the past 5 years:** 7

**Area courses taught:** Central European Cinema; Russian and Ukrainian Cinema; Polish Film; The Czech New Wave and its Legacy; Arts and Cultures of Central Europe; Russia and the Soviet Union: Reform, Revolution, and the Socialist Experiment; East European Film: Issues in Racism; Seminar in East European Literary Theories

**Research and teaching specialization:** Russian and East European literature and film; Literary and Film Theory

**Number of area publications in the past 5 years:** 0

**Recent publications:** "How Poetic Structure Counters Socialist Realist Narrative in Illienko's *White Bird with a Black Spot*," *Kinokultura: Special Issue 9: Ukrainian Cinema* ([www.kinokultura.com/specials/9/ukrainian.shtml](http://www.kinokultura.com/specials/9/ukrainian.shtml)), 2009; "Power and the Visual Semantics of Polanski's Films," in E. Ostrowska and J. Orr, eds., *The Cinema of Roman Polanski*, Wallflower, 2007; "Bipolar Asymmetry, Indeterminacy, and Creativity in Cinema," in A. Schönlé, ed., *Lotman and Cultural Studies: Encounters and Extensions*, University of Wisconsin Press, 2006; *Words in Revolution: Russian Futurist Manifestoes 1912-1928*, w/ A. Lawton, eds. and trans., New Academia Publishing, 2005 (Reissue of 1988 Cornell University Press edition).

**Number of dissertations/theses supervised in the past 5 years:** 3

**Distinctions:** Chair, Department of Slavic Languages and Literatures, UM, 2007-2014 and 2015-2016; Graduate Student Mentoring Award, Department of Slavic Languages and Literatures, UM, 2017.

**ELEY, GEOFF**, Karl Pohrt Distinguished University Professor of Contemporary History and Professor, History, Tenured

**Education:** B.A., History, Oxford University, 1970; Ph.D., History, Sussex University, 1974

**Academic experience:** Lecturer, Keele University, 1974-1975; Lecturer, University of Cambridge, 1975-1979; Assistant/Associate/Full Professor, University of Michigan, 1979-present

**Overseas experience:** Germany, United Kingdom, Iceland, New Zealand, Australia, Spain

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

German (5), French (2)

**Percentage instructional content area expertise:** 25%

**Number of area courses taught in the past 5 years:** 3

**Area courses taught:** Democracy in Parliaments, Committee Rooms, and Streets; Studies in 20th Century European History; Terrorism in History

**Research and teaching specialization:** Modern Germany, Britain, Europe; historiography; fascism and the right; nationalism

**Number of area publications in the past 5 years:** 7

**Recent publications:** *Genealogies of Nazism: Conservative, Radical Nationalists, and Fascists in German, 1986-1945* (under contract, Routledge); *German Liberalism, Popular Politics, and the National State, 1860-1900* (in progress); "A 'Slight Angle to the Universe': Eric Hobsbawm, Politics, and History," in J. Arnold, et al., eds., *History After Hobsbawm: Writing the Past for the Twenty-First Century*, Oxford University Press, 2017; "Marxism and Socialist Revolution," in S. Pons and S. Smith, eds., *The Cambridge History of Communism, Vol. I: World Revolution and Socialism in One Country 1917-1941*, Cambridge University Press, 2017; "What Produces Democracy? Revolutionary Crises, Popular Politics, and Democratic Gains in Twentieth-Century Europe," in W. Baier, et al., eds., *The Left, The People, Populism: Past and Present*, Merlin Press, 2017; *Nazism as Fascism: Violence, Ideology, and the Ground of Consent in Germany, 1930-1945*, Routledge, 2013.

**Number of dissertations/theses supervised in the past 5 years:** 20

**Distinctions:** John H. D'Arms Award for Distinguished Graduate Mentoring in Humanities, UM, 2005; University of Michigan University Press Book Award, 2006; Fellow, Institute of Advanced Study, University of Birmingham, UK, 2015; Distinguished Visitor, Sheffield Hallam University, UK, 2016.

**FEHÉRVÁRY, KRISZTINA**, Associate Professor, Anthropology, Tenured

**Education:** B.A., Cross-cultural Communications: Focus on East Central Europe and Media Studies, Brown University, 1984; M.A., Classics, St. John's College, 1989; Ph.D., Anthropology, University of Chicago, 2005

**Academic experience:** Visiting Assistant Professor, University of North Carolina, Chapel Hill, 2006-2007; Visiting Assistant Professor, University of Michigan, 2006-2007; Assistant/Associate Professor, University of Michigan, 2007-present

**Overseas experience:** Hungary, Poland, Romania

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Hungarian (5), German (5), Spanish (3)

**Percentage instructional content area expertise:** 75%

**Number of area courses taught in the past 5 years:** 6

**Area courses taught:** Introduction to Graduate Study in REES; REES Graduate Core Colloquium; Capitalism and Communism in Eastern Europe; Anthropology of the Body; Consumption and Materiality; Globalizing Consumer Culture

**Research and teaching specialization:** Materiality and semiotics; consumer culture, aesthetics, architecture; political economy and historical transformation; state-socialist and post-socialist Eastern Europe; Hungary

**Number of area publications in the past 5 years:** 3

**Recent publications:** "Commodified Teeth and Individuating Tattoos: Self-branding Practices in Contemporary Hungary" (in progress); "Consumption in Post-Communist Countries," in D. Cook and J. Ryan, eds., *Wiley Blackwell Encyclopedia of Consumption and Consumer Studies*, Wiley Blackwell, 2015; "Anthropological Perspectives on Consumption after Communism in Hungary," *Gazdaság, Társadalom, Fogyasztás-1989-2014*, 2014; *Politics in Color and Concrete: Socialist Materialities and the Middle-class in Hungary, 1950-2000*, Indiana University Press, 2013; "From Socialist Modern to Super-natural Organicism: Cosmological Transformations through Home Décor," *Cultural Anthropology*, 2012.

**Number of dissertations/theses supervised in the past 5 years:** 27

**Distinctions:** Office of the Vice-President for Research Preliminary Research Grant and Publication Subvention, UM, 2012; Hungarian Studies Association Book Prize (for *Politics in Color and Concrete*), 2013 and 2014; William A. Douglass Prize in Europeanist Anthropology, Society for the Anthropology of Europe, American Anthropological Association (for *Politics in Color and Concrete*), 2014; Acting Director, CREES, UM, 2015-2016.

**FORT, ELENA**, Lecturer I, Slavic Languages and Literatures, Non-tenure track

**Education:** B.A., Teacher of Literature, Russian and English Languages, Volgograd State Pedagogical University, 2001; M.A., Philological Education, Volgograd State Pedagogical University, 2002; Ph.D., Russian Studies, Volgograd State Pedagogical University, 2006; M.A., Michigan State University, Educational Technology, 2011

**Academic experience:** Instructor, Volgograd State Technical University, 2001-2006; Instructor, Volgograd State Architectural and Civil Engineering University, 2007-2008; Assistant Professor, Volgograd State Technical University, 2006-2010; Lecturer I, University of Michigan, 2012-present; Instructor, Critical Languages Institute, The Melikian Center, Arizona State University, 2014

**Overseas experience:** Russia, Uzbekistan

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (5)

**Language pedagogy training:** Searching for a Perfect Blend: Students, Teachers, and Technology, UM Workshop, 2014; ACTFL Full OPI Assessment Workshop, 2014

**Percentage instructional content area expertise:** 100%

**Number of area courses taught in the past 5 years:** 4

**Area courses taught:** Second-Year Russian I & II, Intensive Second-Year Russian, Fifth-Year Russian II

**Research and teaching specialization:** Russian language

**Number of area publications in the past 5 years:** 0

**Recent publications:** *Etimologiya sovremennykh russkikh familiy* [Etymology of Contemporary Russian Surnames], Volgograd State Technical University, 2009; *Russkii iazyk dlia inzhenerov: Sbornik uprazhnenii* [Russian for Engineers: A Workbook], w/ O. Shiriaeva, Volgograd State University of Architecture and Civil Engineering, 2009; "Principles of Etymological Analysis for Russian Surnames with Obscure Roots," *Izvestiia VGPU. Ser. "Filologicheskie nauki,"* VGPU, 2008.

**Number of dissertations/theses supervised in the past 5 years:** N/A.

**GALATY, MICHAEL L.**, Professor, Anthropology, and Director, Museum of Anthropological Archaeology, Tenured

**Education:** B.A., Anthropology, Grinnell College, 1991; M.A., Anthropology, University of Wisconsin, Madison, 1994; Ph.D., Anthropology, University of Wisconsin, Madison, 1998

**Academic experience:** Assistant/Associate/Full Professor, Millsaps College, 1999-2013; Professor, Mississippi State University, 2013-2017; Professor, University of Michigan, 2017-present

**Overseas experience:** Albania, Greece, Hungary, Kosova

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Albanian (3), Modern Greek (3), French (2), Mandarin (1)

**Percentage instructional content area expertise:** 100%

**Number of area courses taught in the past 5 years:** 1

**Area courses taught:** "Blood of Our Ancestors:" A Formative History of the Balkan Peninsula

**Research and teaching specialization:** European prehistory; origins of complex societies; regional analysis and archaeological survey; chemical and petrographic analysis of ceramics

**Number of area publications in the past 5 years:** 5

**Recent publications:** *Memory and Nation Building: From Ancient Times to the Islamic State*. New York: Rowman and Littlefield (forthcoming); "Prestige-Goods Economies: The Prehistoric Aegean and Modern Northern Highland Albania Compared," in A. Knodell and T. Leppard, eds., *For Regional Approaches to Society and Complexity: Studies in Honor of John F. Cherry*, Equinox Publishing, 2018; "Soil Chemistry Surveys in the Körös Region," w/ M. Hardy, et al., in W. Parkinson, et al., *Bikeri: Two Copper Age Villages on the Great Hungarian Plain* (in press); "The Position of Albania in Mediterranean Obsidian Exchange Spheres," w/ R. Ruka, *Hesperos, The Aegean as Seen from the West*, Peters Publishers, 2017; "Holocene Evolution of Lake Shkodra: Multidisciplinary Evidence for Forgotten Landscapes in North Albania," w/ I. Mazzini, *Quaternary Science Reviews*, 2016; "Gjashtë Pjesë Kallëpe Kupash me Zbukurime në Reliev nga Durrësi," w/ E. Shehi, *Iliria*, 2015; *Light and Shadow: Isolation and Interaction in the Shala Valley of Northern Albania*, w/ O. Lefe, et al., UCLA Cotsen Institute of Archaeology Press, 2013.

**Number of dissertations/theses supervised in the past 5 years:** 1

**Distinctions:** National Science Foundation Grant, 2012-2014; Wenner-Gren Foundation for Anthropological Research Grant, 2014; Scholarly Book Award, Society for American Archaeology (for *Light and Shadow*), 2014; Director, UM Museum of Anthropological Archaeology, 2017-present; National Geographic Society Grant, 2018.

**GENNÉ, BETH**, Professor, Dance and History of Art, Tenured

**Education:** B.A., Music Literature, University of Michigan, 1996; M.A., History of Art, University of Michigan, 1968; Ph.D., History of Art, University of Michigan, 1984

**Academic experience:** Lecturer/Assistant/Associate/Full Professor, University of Michigan, 1988-present

**Overseas experience:** United Kingdom, France, Russia

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

French (3)

**Percentage instructional content area expertise:** 40%

**Number of area courses taught in the past 5 years:** 3

**Area courses taught:** George Balanchine and the Transformation of American Dance; The Experience of Arts and Ideas in the Nineteenth Century; The Art of Dance: An Introduction to American and European Dance History, Aesthetics, and Criticism

**Research and teaching specialization:** Dance history; 20th-century ballet; George Balanchine

**Number of area publications in the past 5 years:** 0

**Recent publications:** "'Engulfed in a Whirlwind': Diaghilev's Dancers in the Postwar Ballets Russes," *Experiment*, 2011; "'They Have Done Everything': Balanchine and Folk Dance," w/ L. Arkin and M. Smith, *Proceedings of the Society of Dance History Scholars*, 2008; "Swine Lake: American Satire on Russian Ballet and What It Tells Us," *Proceedings of Grounding Moves Conference*, Society of Dance History Scholars, 2006; "Glorifying the American Woman: George Balanchine and Josephine Baker," *Discourses*, 2005; "Balanchine and the Black Dancing Body," *Discourses*, 2005.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Distinctions:** Senior Research Fellow, University of Surrey, 1998-1999; Robert Trotter Fellow, University of Oregon, 2003.

**GITELMAN, ZVI**, Preston R. Tisch Professor of Judaic Studies and Professor, Political Science, Tenured

**Education:** B.A., Columbia University, 1962; B.Heb. Lit., Jewish Theological Seminary, 1962; A.M., Columbia University, 1965; Ph.D., Columbia University, 1968

**Academic experience:** Associate, Columbia College, 1966-1968; Assistant/Associate/Full Professor, University of Michigan, 1968-2017; Professor Emeritus, University of Michigan, 2018-present

**Overseas experience:** USSR, Russia, Lithuania, Ukraine, Poland, Czechoslovakia, Hungary, Bulgaria, Yugoslavia, Romania, Israel, Egypt, Western Europe, China, Philippines

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Hebrew (5), Yiddish (5), Russian (4), French (3), Czech (2), Polish (2)

**Percentage instructional content area expertise:** 75%

**Number of area courses taught in the past 5 years:** 5

**Area courses taught:** Eastern Europe: Revolution, Reaction, and Reform; The Politics and Culture of Modern East European Jewry; Ethnicity and Politics; Jewish Political Thought and Experiences: Eastern Europe, America and Israel; The Theory and Practice of Communism

**Research and teaching specialization:** Former Soviet Union; East European politics; ethnicity and politics; Russian and East European Jewry; Jewish identity

**Number of area publications in the past 5 years:** 9

**Recent publications:** "The Divergent Fates of Yiddish and Hebrew," in M. Flier and A. Graziosi, ed., *The Battle for Ukrainian: A Comparative Perspective*, Harvard Ukrainian Research Institute, 2017; "Ruminations on Resistance and Rationalism," in V. Khiterer, ed., *Holocaust Resistance in Europe and America: New Aspects and Dilemmas*, Cambridge Scholars Publishing, 2017; *The New Jewish Diaspora: Russian-speaking Immigrants in the United States, Israel and Germany*, ed., Rutgers University Press, 2016; "Soviet Jews in World War Two: Experience, Perception and Interpretation," in H. Murav and G. Estraiikh, eds., *Soviet Jews in World War II: Fighting, Witnessing, Remembering*, Academic Studies Press, 2014; *Jewish Identities in Post-Communist Russia and Ukraine: An Uncertain Ethnicity*, Cambridge University Press, 2012.

**Number of dissertations/theses supervised in the past 5 years:** 4/4

**Distinctions:** Director, CREES, UM, 1980-83; Fellow, Frankel Institute for Advanced Judaic Studies, UM, 2015; Bernard Choseed and Natalie Mendel Racolin Fellowship, Max Weinreich Center, YIVO Institute for Jewish Research, 2016-2017.

**GÖÇEK, FATMA MÜGE**, Professor, Sociology and Women's Studies, Tenured

**Education:** B.A., Sociology, Bosporus University, 1979; M.A., Sociology, Bosporus University, 1981; M.A., Sociology, Princeton University, 1984; Ph.D., Sociology, Princeton University, 1988

**Academic experience:** Assistant/Associate/Full Professor, University of Michigan, 1988-present

**Overseas experience:** Turkey, France

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Turkish (5), Arabic (5), French (5), Ottoman Turkish (4), Persian (3), Russian (3)

**Percentage instructional content area expertise:** 25%

**Number of area courses taught in the past 5 years:** 2

**Area courses taught:** Women and Islam; Terrorism, Torture and Violence; Culture, History, and Memory

**Research and teaching specialization:** Historical sociology, social change, gender, sociological theory, sociology of the Middle East and Central Asia

**Number of area publications in the past 5 years:** 2

**Recent publications:** "Islam, Gender, and Post-Colonial Sociology," *International Sociological Association Futures Forum*, 2016; *Denial of Violence: Ottoman Past, Turkish Present and Collective Violence against the Armenians, 1789-2009*, Oxford University Press, 2015; "Parameters of a Postcolonial Sociology of the Ottoman Empire," *Political Power and Social Theory*, 2013; *A Question of Genocide: Armenians and Turks at the End of the Ottoman Empire*, w/ R. Suny and N. Naimark, eds., Oxford University Press, 2011; "In Search of the 'Righteous People': The Case of the Armenian Massacres of 1915," in J. Semelin, et al., eds., *Resisting Genocide: The Multiple Forms of Rescue*, Hurst, 2011.

**Number of dissertations or theses supervised in the past 5 years:** 33

**Distinctions:** Middle East Studies Association Academic Freedom Award, 2005; Mary Douglas Best Book Award, Section on Sociology of Culture, American Sociological Association (for *Denial of Violence*), 2015; Honorable Mention, Barrington Moore Best Book Award, Section on Comparative and Historical Sociology, American Sociological Association (for *Denial of Violence*), 2016; Woman of the Year, Daughters of Vartan, Armenian Organization of America, 2016.

**GREENE, ARTHUR**, Professor, Music, Tenured

**Education:** B.A. Yale University, 1976; M.M., Julliard School, 1978; D.M.A., State University of New York-Stony Brook, 1987

**Academic experience:** Visiting Professor, Indiana University, 1983; Assistant Professor, University of Iowa, 1990-1995; Assistant/Associate/Full Professor, University of Michigan, 1995-present

**Overseas experience:** Czech Republic, Poland, Ukraine, Yugoslavia, Italy, France, Germany

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Ukrainian (3), French (1), German (1)

**Percentage instructional content area expertise:** 50%

**Number of area courses taught in the past 5 years:** 0

**Area courses taught:** National Style, Cultural Institutions, and Globalization: A View from Russia

**Research and teaching specialization:** Piano performance, composers Fryderyk Chopin and Alexander Scriabin

**Number of area recordings in the past 5 years:** 3

**Recent recordings:** *Yevhen Stankovych: Music for Violin & Piano*, w/ S. Soroka, Toccata Classics, 2017; *Mykola Lysenko: Piano Music, Vol. 1*, Toccata Classics, 2015; *Mykola Lysenko: Complete Music for Violin & Piano*, w/ S. Soroka, Toccata Classics, 2015; *Skoryk: Music for Violin & Piano*, w/ S. Soroka, Toccata Classics, 2012; *Roslavets Violin Sonatas Nos. 1, 4 and 6 / 3 Dances*, w/ S. Soroka, Naxos, 2006.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Distinctions:** Harold Haugh Award for Excellence in Studio Teaching, UM.

**GREIG, JODI**, Lecturer I, Slavic Languages and Literatures, Non-tenure-track

**Education:** B.S., Psychology, University of Florida, 2008; Ph.D., Slavic Languages and Literatures, University of Michigan, 2016

**Academic experience:** Lecturer I, University of Michigan, 2013-present

**Overseas experience:** Poland

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Polish (5), Russian (4), Czech (4), German (2), French (1)

**Percentage instructional content area expertise:** 100%

**Number of area courses taught in the past 5 years:** 8

**Area courses taught:** Polish Cinema; Gender, Feminism, and Women Writers in Eastern Europe; Central European Cinema: Race, Ethnicity, and Gender Issues; Polish Literature in the Nineteenth Century: Reading the Stateless Nation; Polish Literature: 1890 to Present; From Russia, With Love: Sex and Sexualities in Eastern European Culture; Metrotexualities: Reading Cities in East/Central Europe

**Research and teaching specialization:** Contemporary Polish literature, Polish language, queer theory

**Number of area publications in the past 5 years:** 3

**Recent publications:** Book Review: "The Politics of Morality: The Church, the State, and Reproductive Rights in Postsocialist Poland" by Joanna Mishtal, *The Cosmopolitan Review*, 2015; Translation: "Selections from *Two Ends of the World* by Antoni Słonimski," w/ P. Duda, *Alchemy: Journal of Translation*, 2014; Film Review: "Ida," *The Cosmopolitan Review*, 2014; Film Review: "Róża," *The Cosmopolitan Review*, 2013.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Distinctions:** Poland in the Rockies Scholarship, 2008; Kosciuszko Foundation Year Abroad Scholarship, 2008-2009; Copernicus Program in Polish Studies Fellowship, UM, 2009-2010; Foreign Language and Area Studies Fellowship, UM, 2009-2010; Community of Scholars Fellow, UM, 2014; Susan Lipschutz Award for Women Graduate Students, UM, 2015; Rackham International Research Award, UM, 2015.

**HAGEN, GOTTFRIED**, Professor, Near Eastern Studies, Tenured

**Education:** M.A., Islamic Studies, Semitic Languages, Medieval and Modern History, Ruprecht-Karls-Universität Heidelberg, 1989; Ph.D., Turkish Studies, Freie Universität Berlin, 1996

**Academic experience:** Research Assistant, Institut für Sprachen und Kulturen des Vorderen Orients, Friedrich-Schiller-Universität Jena, 1996-2000; Assistant/Associate/Full Professor, University of Michigan, 2000-present

**Overseas experience:** Germany, Greece, Turkey, Egypt, Ukraine

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

German (5), Modern Turkish (5), Ottoman (4), Russian (3), Arabic (2), French (2), Italian (2), Persian (2), Modern Greek (1)

**Percentage instructional content area expertise:** 100%

**Number of area courses taught in the past 5 years:** 4

**Area courses taught:** Ottoman Turkish Culture; The Sultan and His Subjects: Society and Culture in the Ottoman Empire; The Literature of the Turks; Turkey: Language, Culture, Society between East and West

**Research and teaching specialization:** Turkish language and culture; Ottoman geographical and historiographical writing; social and religious life in Ottoman Southeastern Europe

**Number of area publications in the past 5 years:** 1

**Recent publications:** *The Myth of Muhammad and Ottoman Religiosity: A Study of Ottoman Narratives of the Life of the Prophet Muhammad* (in progress); "Salvation and Suffering in Ottoman Stories of the Prophet," *Mizan*, 2017; "Ottoman Historical Thought," w/ E. Menchinger, in P. Duara, et al., eds, *A Companion to Global Historical Thought*, Wiley Blackwell, 2014; *Other Places: Ottomans Traveling, Seeing, Writing, Drawing the World: Essays in Honor of Thomas D. Goodrich*, w/ B. Tezcan, eds., *The Journal of Ottoman Studies*, 2012; "Dreaming Osmans: Of History and Meaning," in Ö. Felek and A. Knysh, eds., *Dreams and Visions in Islamic Societies*, 2012.

**Number of dissertations and theses supervised in the past 5 years:** 11

**Distinctions:** Director, Center for Middle Eastern and North African Studies, UM, 2007-2012; Co-Director, Islamic Studies Program, UM, 2007-2010; Chair, Department of Near Eastern Studies, UM, 2015-present.

**HELL, JULIA**, Professor, Germanic Languages and Literatures, Tenured

**Education:** B.A., French and Psychology, University of Wisconsin, Madison, 1981; M.A., German, University of Wisconsin, Madison, 1983; Ph.D., German Literature, University of Wisconsin, Madison, 1989

**Academic experience:** Assistant Professor, Duke University, 1983-1985; Associate/Full Professor, University of Michigan, 1997-present

**Overseas experience:** Germany, France

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

French (5), German (5), Latin (3)

**Percentage instructional content area expertise:** 30%

**Number of area courses taught in the past 5 years:** 4

**Area courses taught:** Writing the End of the GDR; Ruins: History, Theory, Aesthetics; The Third Reich and its Legacies; Nineteenth-Century German and European Intellectual History

**Research and teaching specialization:** 19th- and 20th-century German studies; East German literature; history and theory of realism/modernism; empires and their ruins

**Number of area publications in the past 5 years:** 2

**Recent publications:** "A Period of 'Wild and Fierce Fanaticism': Populism, Theo-political Militarism, and the Crisis of US Hegemony," w/ G. Steinmetz, *American Journal of Cultural Sociology*, 2017; "Demolition Artists: Icono-Graphy, Tanks, and Scenarios of (Post-) Communist Subjectivity in Works by Neo Rauch, Heiner Müller, Durs Grünbein, and Uwe Tellkamp," *The Germanic Review*, 2014; *Ruins of Modernity*, w/ A. Schönle, eds., Duke University Press, 2010; "Modernity and the Holocaust or Listening to Eurydice," *Theory, Culture & Society*, 2010.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Distinctions:** American Council of Learned Societies Fellowship, 2003-2004; Helmut Stern Professor, Helmut F. Stern Professor (Faculty Fellowship), Institute for Humanities, UM, 2010-2011.



**HERSCHER, ANDREW**, Associate Professor, Architecture, Tenured

**Education:** B.A., Architecture, Yale College, 1983; M.Arch., Harvard University, 1989; Diploma, Program in Art and Architectural History of Central Europe, Central European University, 1992; Ph.D., Architectural History and Theory, Harvard University, 2002

**Academic experience:** Visiting Lecturer, Dartmouth College, 2003; Visiting Assistant Professor, University of Illinois, 2003-2005; Assistant/Associate Professor, University of Michigan, 2005-present

**Overseas experience:** Bosnia and Herzegovina, Czech Republic, Hungary, Kosovo, Slovenia

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Czech (3), Bosnian/Croatian/Serbian (2), Slovenian (2)

**Percentage instructional content area expertise:** 75%

**Number of area courses taught in the past 5 years:** 3

**Area courses taught:** Technologies of Memory: Heritage, Monument, Museum; Non-governmentality: Designs, Cultures, Politics; History of Architecture

**Research and teaching specialization:** Architectural and urban formations of violence; memory, trauma, and cultural heritage; architecture and human rights; modern and postmodern architectural history and theory; area specializations in the Balkans, Central/Eastern Europe

**Number of area publications in the past 5 years:** 7

**Recent publications:** *Displacements: Architecture and Refugee*, Sternberg Press, 2017; *Spatial Violence*, co-ed. w/ A. Iyer Siddiqi, Routledge, 2016; "The New Universalism: Refugees and Refugees between Global History and Voucher Humanitarianism," w/ D. Bertrand Monk, *Grey Room*, 2016; "Constructing Reconstruction: Building Kosovo's Post-Conflict Environment," in D. Bertrand Monk and J. Mundy, ed., *The Post-Conflict Environment: Intervention and Critique*, 2014; "Surveillant Witnessing: Satellite Imagery and the Visual Politics of Human Rights," *Public Culture*, 2014; "Political Activism in Post-Yugoslavia: Heritage, Identity and Agency," in M. McLagan and Y. McKee, eds., *Sensible Politics: The Visual Culture of Nongovernmental Activism*, Zone Books, 2012; "Points of No Return: Cultural Heritage and Counter-Memory in Post-Yugoslavia," in E. Lehrer, et al., eds., *Curating Difficult Knowledge: Violent Pasts in Public Places*, Palgrave Macmillan, 2011; *Violence Taking Place: The Architecture of the Kosovo Conflict*, Stanford, 2010.

**Number of dissertations/theses supervised in the past 5 years:** 6

**Distinctions:** Mellon Postdoctoral Fellow, 2003-2005; Hunting Family Professor (Faculty Fellowship), Institute for the Humanities, UM, 2007-2008; Quadrant Program Visiting Scholar, Institute for Advanced Study, University of Minnesota, 2012; University of Michigan Press Book Award, 2014; Geddes Visiting Fellow, Edinburgh School of Architecture and Landscape Architecture; 2017.

**HUMESKY, ASSYA**, Professor Emerita, Slavic Languages and Literatures

**Education:** B.A., French, Albertus Magnus College, 1950; A.M., Slavic Languages and Literatures, Radcliffe College, 1951; Ph.D., Slavic Languages and Literatures, Radcliffe-Harvard University, 1955

**Academic experience:** Assistant/Associate/Full Professor, University of Michigan, 1953-98; Professor Emerita, University of Michigan, 1998-present

**Overseas experience:** USSR, Russia, Ukraine, Israel, Austria, Italy, England

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (5), Ukrainian (5), French (3), German (3), Polish (2), Serbian (2)

**Percentage instructional content area expertise:** 25%

**Number of area courses taught in the past 5 years:** 0

**Area courses taught:** Introduction to Russian Literature; Russian Stylistics; Semantics in Russian Literature; Ukrainian Literature; Russian Drama Since 1917; Russian Poetry; Russian Short Novel; Russian Historical Novel

**Research and teaching specialization:** Russian poetry, drama and stylistics; Ukrainian language and literature

**Number of area publications in the past 5 years:** 1

**Recent publications:** "Промова про мову" ("Speech about Language"), *Our Life*, 2018; *Jacob P. Hursky, Selected Works*, ed., The Ukrainian Academy of Arts and Sciences in the US, 2008; *Mirtala Pylypenko: Sculptor and Poet*, ed., The Ukrainian Academy of Arts and Sciences in the US, 2007; *The Ever-Present Past: The Memoirs of Tatiana Kardinalowska*, w/ V. Kaczmarek, trans., Canadian Institute of Ukrainian Studies Press, 2003; *Nation-building in the Independent Ukraine*, w/ S. Kulchytskyi and N. Vysotskaia, Ukrainian American Association of University Professors, 2003; *Modern Ukrainian*, 3rd ed., Canadian Institute of Ukrainian Studies, 2001.

**Number of dissertations/theses supervised in the past 5 years:** N/A.

**JACKSON, JOHN E.,** M. Kent Jennings Professor Emeritus, Political Science

**Education:** B.S., Industrial Management, Carnegie Mellon University, 1965; M.S., Industrial Management, Carnegie Mellon University, 1965; M.P.A., Harvard University, 1966; Ph.D., Political Economy and Government, Harvard University, 1969

**Academic experience:** Instructor, USAF Academy, 1969-1970; Assistant/Associate Professor, Harvard University, 1970-1977; Associate Professor, University of Pennsylvania, 1977-1980; Professor, University of Michigan, 1980-2014; Professor Emeritus, University of Michigan, 2014-present

**Overseas experience:** Poland, Ukraine, Russia

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Polish (1)

**Percentage instructional content area expertise:** 25%

**Number of area courses taught in the past 5 years:** 0

**Area courses taught:** Political Economy of Transition

**Research and teaching specialization:** Political analysis, economic policy, American politics, Polish political institutions and economics

**Number of area publications in the past 5 years:** 0

**Recent publications:** "Buying Support and Regime Change: The Evolution of Polish Attitudes towards the EU and Voting Between Accession and 2008," w/ B. Mach and J. Miller-Gonzalez, *European Union Politics*, 2011; "Party Strategy and Electoral Competition in Post-Communist Countries: Evidence from Poland," w/ B. Mach and R. Markowski, *Journal of Electoral Studies*, 2010.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Distinctions:** Minister's Award, Polish Ministry of Science and Higher Education, 2006; Elected member, American Academy of Arts and Sciences, 2008; Career Achievement Award, American Political Science Association's Society for Political Methodology, 2008; Tronstein Prize for Innovative Teaching, Department of Political Science, UM, 2009; Distinguished Faculty Achievement Award, UM, 2009.

**JONES, PAULINE,** Professor, Political Science, Tenured

**Education:** B.A., Political Science and History, University of California, Berkeley, 1990; M.S., Government, Harvard University, 1992; Ph.D., Government, Harvard University, 1998

**Academic experience:** Assistant Professor, Yale University, 1998-2004; Associate Professor, Brown University, 2004-2012; Professor, University of Michigan, 2012-present

**Overseas experience:** Azerbaijan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan, Russia

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (4), Uzbek (3), Turkish (2), Tajik (2)

**Percentage instructional content area expertise:** 75%

**Number of area courses taught in the past 5 years:** 5

**Area courses taught:** Roots of Radical Political Islam; Islam, Society, and Politics in Central Asia; Religion and Politics; Muslim Ethics in the Global Age; Proseminar in Comparative Politics

**Research and teaching specialization:** Political economy; political development

**Number of area publications in the past 5 years:** 4

**Recent publications:** *Islam, Society, and Politics in Central Asia*, University of Pittsburgh Press, 2017; "Is There an Islamist Political Advantage?," w/ M. Cammett, *Annual Review of Political Science*, 2014; "The Diversity of Post-Communist State Outcomes: Revisiting the State," w/ A. Grzymala-Busse, *Oxford Handbook on the Transformation of the State*, Oxford University Press, 2014; "Resources as Constraints? Natural Resource Wealth and the Possibility of Developmental States in the Former Soviet Union," *Oxford Handbook on the Transformation of the State*, 2014; *Oil is Not a Curse: Ownership Structure and Institutions in Petroleum-Rich Soviet Successor States*, Cambridge University Press, 2010.

**Number of dissertations/theses supervised in the past 5 years:** 10

**Distinctions:** Carnegie Corporation of New York Research Grant, 2011-2014; Faculty Research in International Business Award, UM, 2014; M-Cubed Pilot Funding, UM, 2012-2015; Andrew W. Mellon Foundation Grant, 2014-2019; Director, International Institute, UM, 2014-present; National Science Foundation Grant, 2017-2020.

**KANDOGAN, YENER**, Professor, International Business, and Dean, School of Management, UM Flint, Tenured  
**Education:** B.S., Electrical and Electronics Engineering, Bilkent University, 1993; Postgraduate Diploma, London School of Economics, 1994; M.S., Economics, Bilkent University, 1996; Ph.D., Economics, University of Michigan, 2001

**Academic experience:** Visiting Assistant Professor, University of Notre Dame, 2001-2002; Assistant/Associate/Full Professor, University of Michigan, Flint, 2002-present

**Overseas experience:** Turkey, United Kingdom

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Turkish (5), French (3)

**Percentage instructional content area expertise:** 75%

**Number of area courses taught in the past 5 years:** 2

**Area courses taught:** Global Dimensions of Management; International Business

**Research and teaching specialization:** International business; international economics; international trade theory; European economy; transition countries; comparative economics

**Number of area publications in the past 5 years:** 3

**Recent publications:** "Topological Properties of the International Trade Network Using Modified Measures," *The International Trade Journal*, 2017; "Role of Economic and Political Freedom in the Emergence of Global Middle Class," w/ S. Johnson, *International Business Review*, 2016; "Economic Development, Cultural Differences and FDI," *Applied Economics*, 2016; "The Effect of Trade and Investment Liberalization on Spatial Concentration of Economic Activity," *International Business Review*, 2014.

**Number of dissertations/theses supervised in the past 5 years:** 1/3

**Distinctions:** Golden Apple Teaching Awards, UM Flint, 2004-2008; Win Cooper II Faculty Excellence Award, UM Flint, 2014.

**KHAGI, SOFYA**, Associate Professor, Slavic Languages and Literatures, Tenured

**Education:** B.A., English Language and Literature, University of Rochester, 1996; M.A., Comparative Literature, Dartmouth College, 1999; Ph.D., Slavic Languages and Literatures, Brown University, 2006

**Academic experience:** Visiting Instructor, Bates College, 2005; Adjunct Lecturer, Brown University, 2006; Post-Doctoral Fellow, University of Michigan, 2006-2008; Assistant/Associate Professor, 2008-present

**Overseas experience:** Czech Republic, Russia

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (5), Latvian (4), Czech (3), French (3), German (3)

**Percentage instructional content area expertise:** 100%

**Number of area courses taught in the past 5 years:** 10

**Area courses taught:** Survey of Russian Literature from 1820-1870; Russian Literature of the Eighteenth Century; Seminar on Twentieth-Century Russian Literature; Pushkin; Gogol; Seminar on East European Literary Theories; Advanced Seminar in Russian: What Is Art?; Russian Fantasy and Science Fiction; World Utopia and Dystopia in Fiction and Film; Introduction to Baltic Cultures

**Research and teaching specialization:** 19th- and 20th- century Russian poetry; Romanticism; contemporary Russian literature and culture; Baltic literatures and cultures

**Number of area publications in the past 5 years:** 6

**Recent publications:** *MBytes of Unfreedom: Victor Pelevin's Poetics, Politics, Metaphysics* (in progress); "Humans, Animals, Machines: Scenarios of Raschelovechivanie in Gray Goo and Matisse," in J. Vaingurt and C. McQuillen, eds., *The Human Reimagined: Posthumanism in Late Soviet and Post Soviet Russia*, Academic Studies Press, 2018; "Genre Film, Spectacle, and the Strugatskii Brothers in Fyodor Bondarchuk's 'The Inhabited Island,'" *Science Fiction Film and Television*, 2015; *Silence and the Rest: Verbal Skepticism in Russian Poetry*, Northwestern University Press, 2013.

**Number of dissertations/theses supervised in the past 5 years:** 6

**Distinctions:** Associate Director, CREES, UM, 2013-2014; Michigan Humanities Award, UM, 2015.

**KIVELSON, VALERIE A.,** Thomas N. Tentler Collegiate Professor of History; Arthur F. Thurnau Professor; and Professor, History, Tenured

**Education:** B.A., History, Harvard University, 1980; M.A., Russian Language and Literature, San Francisco State University, 1982; M.A., Russian History, Stanford University, 1983; Ph.D., Russian History, Stanford University, 1988

**Academic experience:** Instructor, St. Mary's College of California, 1988-1989; Assistant/Associate/Full Professor, University of Michigan, 1989-present

**Overseas experience:** USSR, Russia, United Kingdom, Sweden, Germany

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (4), French (4), Spanish (3), German (1)

**Percentage instructional content area expertise:** 75%

**Number of area courses taught in the past 5 years:** 5

**Area courses taught:** Medieval and Early Modern Russia; Russia under the Tsars: From Peter the Great to the Revolutions of 1917; Medieval and Early Modern Russia: A Contentious History; The History of Witchcraft; Introduction to the Comparative Study of History

**Research and teaching specialization:** Medieval and early modern Russia; religion; political culture; comparative empires; history of cartography; history of witchcraft

**Number of area publications in the past 5 years:** 4

**Recent publications:** *Russia's Empires*, w/ R. Suny, Oxford University Press, 2016; *Word and Image in Russian History: Essays in Honor of Gary Marker*, w/ M. di Salvo and Daniel H. Kaiser, eds., Academic Studies Press, 2015; "Rivers of Blood: Illustrating Violence and Virtue in Russia's Early Modern Empire," *Journal of the British Academy*, 2015; *Desperate Magic: The Moral Economy of Witchcraft in Seventeenth-Century Russia*, Cornell University Press, 2013; "Lethal Convictions: The Power of a Satanic Paradigm in Russian and European Witch Trials," *Magic, Ritual, and Witchcraft*, 2011.

**Number of dissertations/theses supervised in the past 5 years:** 4/9

**Distinctions:** Heldt Prize, Association for Women in Slavic Studies, 2007; Steelcase Research Professor (Faculty Fellowship), Institute for the Humanities, UM, 2009-2010; *Historia Nova Book Prize* (for *Desperate Magic*), 2014; National Endowment for the Humanities Fellowship for University Teachers, 2018; American Council of Learned Societies Fellowship and National Endowment for the Humanities Fellowship for University Teachers, 2018.

**KNYSH, ALEXANDER,** Professor, Near Eastern Studies, Tenured

**Education:** B.A., M.A., Arabic Literature and Culture, State University of Leningrad, 1979; Ph.D., Islamic Studies, Institute for Oriental Studies, Academy of Sciences of the USSR, 1986

**Academic experience:** Visiting Lecturer, State University of Leningrad/St. Petersburg, 1988-91; Member, Institute for Advanced Studies, 1991-92; Visiting Assistant Professor/Rockefeller Fellow, Washington University, 1992-93; Assistant Professor, University of Northern Colorado, 1993-94; Assistant/Associate/Full Professor, University of Michigan, 1994-present

**Overseas experience:** USSR, Russia, Yemen, England, Finland, Hungary, Kazakhstan

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (5), Arabic (5), French (3), German (3), Spanish (3), Persian (2)

**Percentage instructional content area expertise:** 50%

**Number of area courses taught in the past 5 years:** 6

**Area courses taught:** Islamic Intellectual History; Introduction to Islam; Islamic Theology and Law; Modern Islamic Movements; Senior Seminar in REES; Research Seminar in REES

**Research and teaching specialization:** Islamic Studies; Islam in the Russian Empire and former Soviet Union; Islamic movements in the Northern Caucasus

**Number of area publications in the past 5 years:** 8

**Recent publications:** *Islam and Empire in the Caucasus, 1800 to the Present* (under contract, Princeton University Press); *Sufism: A New History of Islamic Mysticism*, Princeton University Press, 2017; *Islam in Historical Perspective*, 2nd ed., Taylor and Francis/Routledge, 2017; *Sufism and the Muslim Spiritual Tradition: Texts, Institutions, Ideas and Interpretations*, w/ D. Brilyov and O. Yarosh, eds., Peterburgskoe vostokovedenie, 2015.

**Number of dissertations/theses supervised in the past 5 years:** 7/8

**Distinctions:** President, Central Eurasian Studies Society, 2005-2007; Fellow, Kennan Institute, Woodrow Wilson International Center for Scholars, 2007-2008; European Institutes for Advanced Study Senior Fellow, Helsinki Collegium for Advanced Studies, 2014-2015.

**KODJEBACHEVA, GERGANA**, Associate Professor, Public Health, UM Flint, Tenured

**Education:** B.S., Economics, University of California, Los Angeles, 2003; M.A., Urban Planning, University of California-Los Angeles, 2005; Ph.D., Public Health, University of California, Los Angeles, 2009

**Academic experience:** Visiting Assistant Professor/Assistant/Associate Professor, University of Michigan, Flint, 2012-present

**Overseas experience:** Bulgaria

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Bulgarian (5), Russian (3)

**Percentage instructional content area expertise:** 15%

**Number of area courses taught in the past 5 years:** 0

**Area courses taught:** N/A

**Research and teaching specialization:** Health economics; health program evaluation; health and health behaviors of Roma people and people of different ethnic groups in Eastern Europe

**Number of area publications in the past 5 years:** 0

**Recent publications:** "Family-Physician Communication and Health Status among Children of Different Racial/Ethnic Groups in the U.S.," w/ S. Parker and L. Estrada, *Californian Journal of Health Promotion*, 2017; "Poor Tap Water Quality Experiences and Poor Sleep Quality during the Flint, MI Municipal Water Crisis," w/ D. Kruger and S. Cupal, *Sleep Health*, 2017; "Perceived Water Quality and Reported Health among Adults during the Flint, MI Water Crisis," w/ D. Kruger, et al., *California Journal of Health Promotion*, 2017.

**Number of dissertations/theses supervised in the past 5 years:** 1

**Distinctions:** Postdoctoral Fellow, UCLA Jules Stein Eye Institute, 2009-2012; Golden Apple Teaching Award, UM, Flint, 2012, 2013, 2014; Outstanding Professor/Mentor Award, Phi Sigma Sigma, Theta Phi Alpha, and Sigma Sigma Sigma Societies, UM, Flint, 2013.

**KRUTIKOV, MIKHAIL**, Preston R. Tisch Professor of Judaic Studies; Professor and Chair, Department of Slavic Languages and Literatures, Tenured

**Education:** B.S., Mathematics, Moscow State University, 1979; M.A., Gorky Institute of Literature, 1991; Ph.D., Jewish Literature, Jewish Theological Seminary of America, 1998

**Academic experience:** Lecturer, Oxford Institute for Yiddish Studies, 1996-2001; Lecturer, School of Oriental and African Studies, 1999-2002; Visiting Assistant Professor, University of Michigan, 2002-2003; Assistant/Associate/Full Professor, University of Michigan, 2004-present

**Overseas experience:** Russia, Germany, United Kingdom, Israel

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (5); Yiddish (5); German (4), Hebrew (4), Polish (2), Ukrainian (2), Belarusian (2)

**Percentage instructional content area expertise:** 100%

**Number of area courses taught in the past 5 years:** 8

**Area courses taught:** Contact and Conflict: Jewish Experience in Eastern Europe through Art, Film and Literature; Yiddish Love Stories; Jews in the Modern World: Texts, Images, Ideas; Cultures of Ukraine; Yiddish Literature between the World Wars; Yiddish Classics and Modernity; Introduction to Yiddish Culture; Advanced Yiddish II

**Research and teaching specialization:** Yiddish literature and culture; Jews in Eastern and Central Europe; contemporary Jewish literature

**Number of area publications in the past 5 years:** 23

**Recent publications:** *A Witness to the People: Der Nister and Soviet Yiddish Literature Under Stalin, 1929-1949* (under contract, Indiana University Press); *Three Cities of Yiddish: St. Petersburg, Warsaw, and Moscow*, w/ G. Estraiakh, eds., Legenda, 2016; "The Writer as the People's Therapist: Der Nister's Last Decade, 1939-1949," *East European Jewish Affairs*, 2016; "Yiddish Folklore and Soviet Ideology during the 1930s," in J. Veidlinger, ed., *Going to the People: Jews and the Ethnographic Impulse*, Indiana University Press, 2016; *Children and Yiddish Literature: From Early Modernity to Post-Modernity*, w/ G. Estraiakh and K. Hoge, Legenda, 2016; *Uncovering the Hidden: The Works and Life of Der Nister*, w/ G. Estraiakh and K. Hoge, eds., Legenda, 2014.

**Number of dissertations/theses supervised in the past 5 years:** 19

**Distinctions:** Fellowship, Frankel Institute for Advanced Judaic Studies, UM, 2008-2009; Guest Scholarship, Freie Universität, Berlin, Deutsche Forschungsgemeinschaft, 2009; Fenia and Yaakov Leviant Memorial Prize, Modern Language Association, 2012; Head Fellow, Frankel Institute for Advanced Judaic Studies, UM, 2014-2015.

**LAMBROPOULOS, VASSILIOS, C. P.** Cavafy Professor of Modern Greek; Professor, Classical Studies and Comparative Literature, Tenured

**Education:** B.A., Byzantine and Modern Greek Studies, University of Athens, 1975; Ph.D., Byzantine and Modern Greek Studies, University of Thessaloniki, 1980

**Academic experience:** Post-Doctoral Fellow, University of Birmingham, 1979-1981; Assistant/Associate/Full Professor, The Ohio State University, 1981-1999; Professor, University of Michigan, 1999-present

**Overseas experience:** Greece, United Kingdom

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Modern Greek (5), Ancient Greek (5), Latin (3)

**Percentage instructional content area expertise:** 15%

**Number of area courses taught in the past 5 years:** 1

**Area courses taught:** Greek Myth in Film

**Research and teaching specialization:** Modern Greek and Southeastern European culture; classical reception; civic ethics and democratic politics; tragedy and the tragic

**Number of area publications in the past 5 years:** 1

**Recent publications:** "Left Melancholy in the Greek Poetry Generation of the 2000s after the Crisis of Revolution and Representation," *Journal of Modern Greek Studies Occasional Paper*, 2016; "Eugene O'Neil's Quest for Greek Tragedy," in K. Bosher, et al., eds., *The Oxford Handbook of Greek Drama in the Americas*, Oxford University Press, 2015; "Farewell to the Revolution!," in V. Calotychos, ed., *Manolis Anagnostakis: Poetry and Politics, Silence and Agency in Post-War Greece*, Fairleigh Dickinson Press, 2012.

**Number of dissertations/theses supervised in the past 5 years:** 5

**Distinctions:** Michigan Humanities Award, UM, 2005; Stavros S. Niarchos Lecture, Yale University, 2005; 1st Nikos Kazantzakis Award, Pancretan Associate of America, 2006; Kimon A. Doukas Lecture, Columbia University, 2006; Member, Hellenic Authors' Society, 2016.

**LEMON, ALAINA**, Professor, Anthropology, Tenured

**Education:** B.A., Anthropology, University of Wisconsin, Madison, 1987; M.A., Anthropology, University of Chicago, 1988; Ph.D., Anthropology, University of Chicago, 1996

**Academic experience:** Visiting Assistant Professor and Fellow, Michigan Society of Fellows, University of Michigan, 1996-1999; Assistant/Associate/Full Professor, University of Michigan, 1999-present

**Overseas experience:** Czech Republic, Russia, Hungary

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (5), Romani (4); Serbo-Croatian (3), French (3), Hungarian (1), Czech (1)

**Percentage instructional content area expertise:** 75%

**Number of area courses taught in the past 5 years:** 8

**Area courses taught:** Language and Culture; Sentiment/Affect/Structure of Feeling; Senior Seminar in REES; Research Seminar in REES; Making Visual Anthropology; Seminar in Anthropology and History I & II; Anthropology and History Workshop/Reading Group

**Research and teaching specialization:** Language as social practice; Romani Diaspora; Russia/former USSR; cultural production; historical memory; racial and national ideologies

**Number of area publications in the past 5 years:** 7

**Recent publications:** "Collective Enchantment: Divisions of Textual Labor behind the Russian Stage," in J. Buckler, et al., eds., *Russian Performances: Word, Object, Action* (in press, University of Wisconsin Press); *Technologies of Intuition: Cold War Circles and Telepathic Rays*, University of California Press, 2017; "MetroDogs: the Heart in the Machine," *Journal of the Royal Anthropological Institute*, 2015; "On the Sidewalk with the Underground Man," *Russian Journal of Communication*, 2015; "Soviet Modernity in a Global Conversation: The Universe of Elite Progressors," *Ab Imperio: The Network of Empire and Nationalism Studies*, 2013; "Touching the Gap: Social Qualia and Cold War Contact," *Anthropological Theory*, 2013.

**Number of dissertations/theses supervised in the past 5 years:** 26

**Distinctions:** Heldt Book Prize, Association for Women in Slavic Studies, 2001; Wayne S. Vucinich Book Prize, AAASS, 2001; Michigan Humanities Award, UM, 2006; Hunting Family Faculty Fellow, Institute for the Humanities, UM, 2010-2011.

**LEONTIS, ARTEMIS**, Professor, Classical Studies, Tenured

**Education:** B.A., Religious Studies and Studio Art, Oberlin College, 1979; M.A., Ancient Greek, The Ohio State University, 1984; Ph.D., Comparative Studies, The Ohio State University, 1991

**Academic experience:** Adjunct Professor, The Ohio State University, 1991-1998; Adjunct Associate Professor, University of Michigan, 1999-2007; Associate/Full Professor, University of Michigan, 2007-present

**Overseas experience:** Greece, Balkans

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Modern Greek (5), Ancient Greek (2), Latin (2), French (2), German (2)

**Percentage instructional content area expertise:** 25%

**Number of area courses taught in the past 5 years:** 4

**Area courses taught:** Elementary Modern Greek II; Intermediate Modern Greek I & II; Translating Modern Greek, Reporting the World

**Research and teaching specialization:** Modern Greek studies; migration; archaeology; visual art; architecture; restoration and preservation of heritage sites

**Number of area publications in the past 5 years:** 0

**Recent publications:** *Eva Palmer Sikelianos: A Life in Ruins* (under contract, Princeton University Press);

“Performing a Modern Self in Greek Dress,” in K. Harloe, et al., eds. *Hellenomania*, British School at Athens/Routledge, 2018; “Greek Tragedy and Modern Dance: An Alternative Archaeology?,” in K. Bosher, et al., eds., *Oxford Handbook of Greek Drama in the Americas*, Oxford University Press, 2015.

**Number of dissertations/theses supervised in the past 5 years:** 4/2

**Distinctions:** NEH Fellowship for College Teachers and Independent Scholars, 1995-1996; Hunting Family Professor (Faculty Fellowship), Institute for the Humanities, UM, 2011-2012; LS&A College Associate Professor Fund Award, UM, 2011-2013; Bruce Frier Endowed Research Fund, UM, 2017.

**LEVITSKY, MELVYN**, Professor, International Policy and Practice, Non-tenure-track; Ambassador (Ret.)

**Education:** B.A., Political Science, University of Michigan, 1960; M.A., Soviet Studies, University of Iowa, 1963

**Academic experience:** Professor, Syracuse University, 1998-2006; Professor, University of Michigan, 2006-present

**Overseas experience:** Germany, Brazil, Russia, Bulgaria, Afghanistan, Cambodia, Middle East, China, Chile, Central America

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Portuguese (4), Russian (4), German (3), Spanish (2), Bulgarian (2)

**Percentage instructional content area expertise:** 50%

**Number of area courses taught in the past 5 years:** 3

**Area courses taught:** Issues in U.S. National Security; Post-Cold War Issues in Diplomacy and Statecraft; Global Issues in Public Policy: Drugs, Crime and Terrorism

**Research and teaching specialization:** Foreign affairs; international relations; drug, crime, and terrorism policy; U.S. national security

**Number of area publications in the past 5 years:** 0

**Recent publications:** “Reminiscences of a Former Ambassador to Bulgaria,” *Bulgarian Diplomatic Review*, 2003; “Transnational Criminal Networks and International Security,” *Syracuse Journal of International Law and Commerce*, 2003.

**Number of dissertations/theses supervised in the past 5 years:** 20

**Distinctions:** Director, Office of UN Political Affairs, 1978-1982; Deputy Assistant Secretary of State for Human Rights and Humanitarian Affairs, 1982-1983; U.S. Ambassador to Bulgaria, 1984-1987; U.S. Ambassador to Brazil, 1994-1998; elected member, American Academy of Diplomacy, 1999; Professor of the Year, Maxwell School of Citizenship and Public Affairs, Syracuse University, 2003; Lifetime Distinguished Fellow, Moynihan Institute of Global Affairs, Maxwell School of Citizenship and Public Affairs, Syracuse University, 2006.

**MAIOROVA, OLGA**, Associate Professor, Slavic Languages and Literatures and History, Tenured  
**Education:** M.A., Russian Language and Literature, Moscow State University, 1980; Ph.D., Russian Language and Literature, Moscow State University, 1985  
**Academic experience:** Instructor, Moscow State University, 1983-1985; Instructor, Shchukin College of Theatre Arts, 1986-1987; Junior/Senior Research Fellow, Russian Academy of Sciences, 1987-1992; Assistant/Associate Professor, University of Michigan, 2001-present  
**Overseas experience:** Russia  
**Language proficiency:** (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)  
Russian (5)  
**Percentage instructional content area expertise:** 100%  
**Number of area courses taught in the past 5 years:** 10  
**Area courses taught:** *Crime and Punishment*: Dostoevsky's Novel as an Introduction to Russian Culture; Central Asia through Russian Eyes; Russia between East and West; Survey of Russian Literature; Literature and Empire; 19th-Century Russian Literature; Tolstoy; Introduction to Graduate Study in REES; Graduate Core Colloquium in REES; Survey of Russia: The Russian Empire, the Soviet Union, and the Successor States  
**Research and teaching specialization:** 19th-century Russian literature; intersections of literature, nationalistic discourses, and representations of nationality  
**Number of area publications in the past 5 years:** 6  
**Recent publications:** *Ambiguous Encounter: The Russian Empire and the Cultural Appropriation of Central Asia* (in progress); "Markery russkosti v imperskom prostranstve: Paradoksy rasskaza Leskova 'At the Edge of the World'" [The Markers of Russianness in Imperial Space: The Paradoxes of Leskov's Story 'At the Edge of the World'], *Novoe literaturnoe obozrenie*, 2017; *Dostoevsky in Context*, w/ D. Martinsen, eds., Cambridge University Press, 2016; "A Revolutionary and the Empire: Alexander Herzen and Russian Discourse on Asia," in M. Bassin, et al., eds., *Between Europe and Asia: The Origins, Theories, and Legacies of Russian Eurasianism*, University of Pittsburgh Press, 2015; "Ann Arbor v russkoi literature: Ot sostavitelia" [Ann Arbor in Russian Literature: Introduction], *Novoe literaturnoe obozrenie*, 2014; Forum "Ann Arbor v russkoi literature" [Ann Arbor in Russian Literature], ed., *Novoe literaturnoe obozrenie*, 2014.  
**Number of dissertations/theses supervised in the past 5 years:** 13/6  
**Distinctions:** Class of 1923 Memorial Teaching Award, UM, 2009; Michigan Humanities Award, UM, 2010; Outstanding Teaching of Undergraduates, Class of 1923 Memorial Award, UM, 2009; Director, CREES, UM, 2011-2014; LSA Associate Professor Support Fund, UM, 2015-2017.

**MAKIN, ALINA UDALCHENKO**, Lecturer IV of Russian, Residential College and Slavic Languages and Literatures, Non-tenure-track  
**Education:** B.A., Modern Languages, Moscow Linguistic University, 1989; TESOL Advanced Certificate, Leicester University, 2002; M.A., School of Education (with distinction in Applied Linguistics and TESOL), Leicester University, 2006  
**Academic experience:** Lecturer II/III/IV, University of Michigan, 1992-present  
**Overseas experience:** USSR, Russia, United Kingdom  
**Language proficiency:** (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)  
Russian (5), Polish (3), Serbian (3), Ukrainian (3)  
**Language pedagogy training (selected):** ACTFL Oral Proficiency Workshop, Salt Lake City, 1993; Strategies and Style Based Instruction, CARLA Summer Institute, University of Minnesota, 2002; Advanced Certificate in TESOL, 2002; Structured Input Activities for the FL Classroom, ACTFL Conference, 2004; Foreign Language Students vs. Heritage Students of Russian: A Comparison, UM, 2005; Corpus Methods for Linguistics and Language Pedagogy, University of Chicago, 2008; ACTFL ILR Familiarization Workshop, UM, 2010  
**Percentage instructional content area expertise:** 100%  
**Number of area courses taught in the past 5 years:** 5  
**Area courses taught:** Intensive First- and Second-Year Russian; Moscow and St. Petersburg: Two Capitals, Two Worlds; RUSLAN Service Learning; Folktales in Russian Culture  
**Research and teaching specialization:** Second language acquisition; Russian language; language pedagogy  
**Number of area publications in the past 5 years:** 0  
**Number of dissertations/theses supervised in the past 5 years:** N/A  
**Distinctions:** Faculty Initiative Grant, Ginsberg Center for Community Service and Learning, UM, 2009; Global Course Connection Grant, Center for Global and Intercultural Studies (to support an Alternative Spring Break service learning and research assignments for students in Vytegra, Russia), UM, 2010-2012.



**MAKIN, MICHAEL**, Professor, Slavic Languages and Literatures, Tenured

**Education:** B.A., Russian and French, University College, Oxford University, 1980; M.A., St. Antony's College, Oxford University, 1982; Ph.D., Modern Languages, New College, Oxford University, 1985

**Academic experience:** Research Fellow, New College, 1983-1985; Assistant/Associate/Full Professor, University of Michigan, 1985-present

**Overseas experience:** USSR, Russia, United Kingdom

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (5), French (4), Greek (2), Latin (2), German (1)

**Percentage instructional content area expertise:** 100%

**Number of area courses taught in the past 5 years:** 12

**Area courses taught:** Russian Modernism: Decadence, Symbolism, and the Avant-garde in Russia; Russia Today: Culture and Identity in a "Multi-national" State; Chekhov; Dostoevsky; Contemporary Russian Literature; Seminar on Twentieth-Century Russian Literature; Survey of Russian Literature; Sport in Russia; Art, Culture, and Literature in Old Russia; Old Russian Literature; Introduction to Slavic Folklore; Town and Country in Russian Writing

**Research and teaching specialization:** 19th-, 20th-, and 21st-century Russian literature and culture; Russian poetry and prose; contemporary Russian culture; "Russian Style" in art and culture

**Number of area publications in the past 5 years:** 1

**Recent publications:** *Broken Russian* (in progress); "Mify i kul'turnye motivy peterburgskogo teksta N. Klyueva," in V. A. Domanskii and E. V. Samoilova, eds., *Nikolai Klyuev i kontseptosfera russkoi kul'tury: nauchnyi sbornik*, Saint Petersburg, 2016; "Vyatskii krai v poeticheskoi geografii N. A. Klyueva," in A. A. Kalinin, et al., eds., *Aktual'nye problem gumanitarnykh i ekonomicheskikh nauk. Sbornik materialov XVI Mezhhregional'noi nauchno-prakticheskoi konferentsii 26 fevralya 2016 g.*, Moskovskii gumanitarno-ekonomicheskii institut, Kirovskii filial, 2016; *Nikolai Klyuev: Time and Text, Place and Poet*, Evanston: Northwestern University Press, 2010.

**Number of dissertations/theses supervised in the past 5 years:** 5

**Distinctions:** Faculty Initiative Grant, Ginsberg Center for Community Service and Learning, UM, 2009; Global Course Connection Grant, Center for Global and Intercultural Studies (to support an Alternative Spring Break service learning and research assignments for students in Vytegra, Russia), UM, 2010-2012.

**MARCINIAK, ALEKSANDRA**, Graduate Student Instructor of Russian, Slavic Languages and Literatures, Non-tenure-track

**Education:** B.A., Russian Language and Literature, The George Washington University, 2012; Ph.D. Candidate, University of Michigan, 2015-present

**Academic experience:** Graduate Student Instructor, University of Michigan, 2016-present

**Overseas experience:** Russia

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (4), Polish (3)

**Language pedagogy training:** SLAVIC 500: Teaching of Slavic Languages; SLAVIC 510: Language Teaching Pedagogy Lab, 2017

**Percentage instructional content area expertise:** 100%

**Number of area courses taught in the past 5 years:** 2

**Area courses taught:** First-Year Russian I & II

**Research and teaching specialization:** 20th-century Russian and Polish poetry; Russian rap; identity building; cults of personality; new media

**Number of area publications in the past 5 years:** 0

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Distinctions:** Trustees Scholarship, The George Washington University, 2008-2012; Phi Beta Kappa, 2011; Dobro Slovo Russian National Honor Society, 2011; Title VIII Award, 2012-2013; Weiser Center for Emerging Democracies Fellowship, UM, 2015-2016; Foreign Language and Area Studies Fellowship, UM, Summer 2016.

**MARGOMENOU, DESPINA**, Lecturer IV of Modern Greek, Classical Studies, Non-tenure-track

**Education:** B.A., Anthropology, University of Thessaloniki, 1994; M.A., Anthropology, University of Michigan, 1996; Ph.D., Anthropology, University of Michigan, 2005

**Academic experience:** Lecturer I, University of Michigan, 2005-2007; Assistant Professor, Georgia State University, 2007-2010; Lecturer III/IV, University of Michigan, 2010-present

**Overseas experience:** Greece

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Modern Greek (5), German (4), French (3), Spanish (3), Quechua (4), Latin (3), Ancient Greek (4)

**Percentage instructional content area expertise:** 100%

**Language pedagogy training:** N/A

**Number of area courses taught in the past 5 years:** 4

**Area courses taught:** Elementary Modern Greek I & II; Intermediate Modern Greek I & II; Introduction to Modern Greek Culture; Engaging Antiquity: Heritage, Museums, Media, Tourism, and Communities

**Research and teaching specialization:** Modern Greek language and culture; prehistoric Aegean and Eastern Mediterranean; politics of archaeology in Modern Greece

**Number of area publications in the past 5 years:** 0

**Recent presentations:** "Conversations on Culture: Intermediate Modern Greek," Engaging the World from Your Classroom, UM, 2017; "Engaged Critical Learning in Modern Greek Classrooms: Thinking through the Politics and Challenges of a Pedagogical (and Disciplinary?) Shift," International Modern Greek Studies Association Symposium, 2017; "Coloring Antiquity: Politics of Whiteness and Color in Contemporary Visions of the Past," Michigan Classical Conference, 2017; "The Three-year Modern Greek Curriculum Redesigned to Achieve Foreign Language Literacy Goals: Examples, Challenges, and the Student Perspective," Modern Greek Studies Association Conference, 2016; "Connecting with Greek Culture," Language Resource Center Faculty Showcase, UM, 2015.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Distinctions:** Platsis Award for Work on the Greek Classical Legacy, UM, 2003; Matthews Underclass Teaching Award, UM, 2007; Nominee, Golden Apple Award, UM, 2014.

**MARKEL, HOWARD**, George E. Wantz, M.D. Distinguished Professor of the History of Medicine; Professor, Pediatrics and Communicable Diseases, Health Management and Policy, History, and Psychiatry; Professor and Director, Center for the History of Medicine, Tenured

**Education:** B.A., English Literature, University of Michigan, 1982; M.D., University of Michigan, 1986; Ph.D., History of Science, Medicine and Technology, Johns Hopkins University, 1994

**Academic experience:** Assistant/Associate/Full Professor, University of Michigan, 1993-present

**Overseas experience:** N/A

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Spanish (4), German (3), Yiddish (3), Hebrew (2)

**Percentage instructional content area expertise:** 10%

**Number of area courses taught in the past 5 years:** 0

**Area courses taught:** N/A

**Research and teaching specialization:** Infectious diseases; Eastern European Jewish immigrants

**Number of area publications in the past 5 years:** 0

**Recent publications:** *The Kelloggs: The Battling Brothers of Battle Creek*, Pantheon, 2017; "Topsy-turvy," *The Milbank Quarterly*, 2017; "Epic Failure," *The Milbank Quarterly*, 2017; *The 1918-1919 American Influenza Pandemic: A Digital Encyclopedia and Archive*, w/ J. Navarro (<http://www.influenzaarchive.org/>), 2016; *An Anatomy of Addiction: Sigmund Freud, William Halsted, and the Miracle Drug Cocaine*, Pantheon Books/Alfred A. Knopf, 2011; *When Germs Travel: Six Major Epidemics That Invaded America Since 1900 and the Fears They Have Unleashed*, Pantheon Books/Alfred A. Knopf, 2004.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Distinctions:** Melinda Rosenblatt Lectureship, National Yiddish Book Center, Amherst, MA, 2000; Robert P. Hudson Lectureship in the History of Medicine, University of Kansas Medical Center, 2001; Arthur Visel tear Prize for Outstanding Contributions in the History of Public Health, American Public Health Association, 2003; John K. Lattimer Lectureship, The New York Academy of Medicine, 2005; Book of the Year, LSA, UM, 2005; John Rich Professor (Faculty Fellowship), Institute for the Humanities, UM, 2005-2007; Elected member, Institute of Medicine of the National Academy of Sciences, 2008; John Simon Guggenheim Memorial Foundation Fellowship, 2015.

**MARKOVITS, ANDREI**, Karl W. Deutsch Collegiate Professor of Comparative Politics and German Studies; Arthur F. Thurnau Professor; Professor, Political Science, Germanic Languages and Literatures, and Sociology, Tenured

**Education:** B.A., Columbia University, 1969; M.B.A., Political Science, Columbia University, 1971; M.A., Political Science, Columbia University, 1973; M. Phil., Political Science, Columbia University, 1974; Ph.D., Political Science, Columbia University, 1976

**Academic experience:** Assistant Professor, Wesleyan University, 1977-1983; Associate Professor, Boston University, 1983-1992; Professor, University of California, Santa Cruz, 1992-1995; Fulbright Visiting Professor, University of Innsbruck, 1996; Professor, University of Michigan, 1999-present

**Overseas experience:** Romania, Austria, Israel, Germany

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

German (5), Hungarian (5), French (5), Romanian (5)

**Percentage instructional content area expertise:** 50%

**Number of area courses taught in the past 5 years:** 4

**Area courses taught:** The German and European Left; German Politics; German Politics in Europe Since 1945; Sports, Politics, and Society

**Research and teaching specialization:** European politics; political ideology; sports and politics

**Number of area publications in the past 5 years:** 1

**Recent publications:** "Alive and Well into the Fourth Decade of Their Bundestag Presence: A Tally of the Greens' Impact on the Federal Republic of Germany's Political Life and Public Culture," w/ J. Klaver, *German Politics and Society*, 2015; "Working with Karl W. Deutsch: A Life-Changing Experience on the Professional and Personal Level," *International Relations*, 2014; *Offside: Soccer and American Exceptionalism*, w/ S. Hellerman, Princeton University Press, 2014.

**Number of dissertations/theses supervised in the past 5 years:** 20

**Distinctions:** Golden Apple Award (as UM's best teacher), 2006-2007; Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford University, 2008-2009; Officer's Cross of the Order of Merit of the Federal Republic of Germany, 2012; Albert Nelson Marquis Lifetime Achievement Award, 2017; University of Michigan Press Book Award, 2015.

**MATJIAS MECCA, CHRISTIAN**, Associate Professor, Dance, Tenured

**Education:** B.A., Harpsicord, University of Southern California, 1988; M.Mus., Harpsicord and Early Music Performance, University of Southern California, 1993

**Academic experience:** Faculty, Interlochen Arts Academy, 1991-1998; Visiting Assistant Professor, University of Michigan, 1998-1999; Assistant/Associate Professor, 1999-present

**Overseas experience:** Ireland, Finland, France, Taiwan, Canada, United Kingdom

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Italian (1), Spanish (1)

**Percentage instructional content area expertise:** 15%

**Number of area courses taught in the past 5 years:** 5

**Area courses taught:** Modern and Ballet Technique Courses; Accompanying Movement; The Development of Music in Dance; Integration of Music and Movement; Music for Dance

**Research and teaching specialization:** Piano and harpsichord performance; George Balanchine Critical Editions (ballets of Tchaikovsky and Stravinsky)

**Number of area publications in the past 5 years:** 0

**Recent publications:** *Listen to Psychedelic Rock! Understanding the Music from the Beatles to Frank Zappa* (forthcoming); *Detroit's Lost Soul—Erasing a Legacy: Invictus Records and Detroit's Forgotten Soul of the 1970's* (in progress); *The Words and Music of Brian Wilson*, Praeger Press, 2017.

**Number of dissertations/theses supervised in the past 5 years:** 2

**Distinctions:** Institute for Research on Women and Gender (IRWG) Research Grant, UM, 2004; Faculty Block Grant, School of Music, Theatre, and Dance, UM, 2013; Center for Research on Learning and Teaching Grant, UM, 2017; IRWG Seed Grant, UM, 2018.

**MCCAULEY, NATALIE**, Graduate Student Instructor of Russian, Slavic Languages and Literatures, Non-tenure-track

**Education:** B.A., English and History, Indiana University of Pennsylvania, 2009; M.A., Russian Studies, Middlebury College, 2011; Ph.D. Candidate, University of Michigan, 2011-present

**Academic experience:** Instructor, Yaziki Mira, 2010-2011; Graduate Student Instructor, University of Michigan, 2012-present; Lead Instructor, STARTALK Intensive Russian Language for High School Students, University of Pittsburgh, 2014-2015; Instructor, Summer Intensive Language Program, Middlebury Institute of International Studies at Monterey, 2016-present

**Overseas experience:** Russia

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (5), Ukrainian (2)

**Language pedagogy training:** Slavic 410: Methods of Teaching Slavic Languages, Winter 2012; Searching for a Perfect Blend: Students, Teachers and Technology, UM, 2014; ACTFL Full OPI Assessment Workshop, UM, 2014

**Percentage instructional content area expertise:** 100%

**Number of area courses taught in the past 5 years:** 5

**Area courses taught:** First-Year Russian I & II; Second-Year Russian I & II; Intensive First-Year Russian

**Research and teaching specialization:** Russian women's literature; contemporary feminist thought in Russia

**Number of area publications in the past 5 years:** 4

**Recent publications:** "A Quiet Violence: Loss of Agency as Trauma in Petrushevskia's *Svoi krug*," *New Zealand Slavonic Journal* (forthcoming); "Liudmila Petrushevskia: Annotated Bibliography and Further Reading," *Contemporary Literary Criticism* (2015); "Repka," *TeachRussian.org*, 2014; "Accusative Case," *TeachRussian.org*, 2013; "Prejudice in the Palmer Raids of 1919-1920: How Russian Nationality was Conflated with Radical Ideology in Targeting Victims," *The Endnote*, 2009.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Distinctions:** Benjamin Gilman International Scholarship, 2008; Robert E. Cook Achievement Award, Middlebury College, 2008-11; Award for Women Graduate Students, UM, 2016; Outstanding Graduate Student Instructor, UM, 2017.

**MENDELOFF, KATHERINE**, Lecturer VI, Drama, Residential College, Non-tenure-track

**Education:** B.A., English Literature and Theater, Princeton University, 1976; M.F.A., Directing, Yale School of Drama (worked with Chekhov scholar Richard Gilman), 1980

**Academic experience:** Instructor, University of Maryland, 1981-1983; Lecturer, San Francisco State University, 1983-1984; Lecturer I/II/III/IV, University of Michigan, 1990-present

**Overseas experience:** Russia

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (1)

**Percentage instructional content area expertise:** 25%

**Number of area courses taught in the past 5 years:** 3

**Area courses taught:** Ibsen and Chekhov; Chekhov's Major Plays; Play Production Seminar on Chekhov's *The Seagull*, *Uncle Vanya*, and *Three Sisters*

**Research and teaching specialization:** American drama; contemporary plays about gender issues; Greek drama and modern adaptation; Chekhov and Ibsen

**Number of area publications in the past 5 years:** 0

**Recent publications:** N/A

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Distinctions:** Best Production Award, Ann Arbor News poll (for environmental staging of Chekhov's *The Seagull*), 2000; Global Intercultural Experience Award (for undergraduate travel to present *The Notebook of Trigorin* at the International Chekhov Festival in Moscow), 2005; Michigan Campus Compact Faculty/Staff Community Service-Learning Award, UM, 2008; International Institute Experiential Learning Fund Grant (for undergraduate drama study tour to Moscow), UM, 2009.

**MICHALOWSKI, PIOTR**, Professor Emeritus, Near Eastern Studies

**Education:** M.A., Mediterranean Archaeology, University of Warsaw, 1968; M.A., Near Eastern Philology, University of Warsaw, 1968; M.Phil., Near Eastern Languages and Literatures, Yale University, 1972; Ph.D., Near Eastern Languages and Literatures, Yale University, 1976

**Academic experience:** Assistant Professor, University of California, Los Angeles, 1975-1979; Research Associate, University of Pennsylvania, 1979-1981; Associate/Full/George G. Cameron Professor of Ancient Near Eastern Languages and Civilizations, University of Michigan, 1981-2016; Professor Emeritus, University of Michigan, 2016-present

**Overseas experience:** Poland, Italy, Netherlands

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Polish (5)

**Percentage instructional content area expertise:** 25%

**Number of area courses taught in the past 5 years:** 1

**Area courses taught:** Polish Jazz in the Modern Era

**Research and teaching specialization:** Sumerian and Akkadian languages; literatures and history; literary theory; Polish culture

**Number of area publications in the past 5 years:** 0

**Recent publications:** "From the Collections of an Old Babylonian Literary Connoisseur," *Revue d'assyriologie et d'archéologie orientale*, 2013; *The Correspondence of the Kings of Ur: An Epistolary History of an Ancient Mesopotamian Kingdom*, ed., Eisenbrauns, 2011; "Masters of the Four Corners of the Universe: Views of the Universe in Early Mesopotamian Writings," in K. Raaflaub and R. Talbert, eds., *Geography, Ethnography, and Perspectives of the World from Antiquity to the Renaissance*, Blackwells, 2010; "Beniowski i Kwiaty polskie-reguły montażu," *Ruch literacki*, 2009.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Distinctions:** Cross of Service Award from the Polish Government, October 1999; Helmut F. Stern Professor (Faculty Fellowship), Institute for the Humanities, UM, 2002-2003; Guggenheim Fellowship, 2007-2008.

**MULLER, ANNA**, Frank and Mary Padzieski Endowed Professor in Polish/Polish American/Eastern European Studies; Assistant Professor, History, UM Dearborn, Tenure-track

**Education:** B.A., History, University of Gdańsk, 1999; M.A., History, University of Gdańsk, 1999; Certificate, International History and Politics, The Graduate Institute of International Studies, Geneva, 2001; Ph.D., History, Indiana University, 2010

**Academic experience:** Lecturer, University of Florida, 2011-2013; Assistant Professor, University of Michigan, Dearborn, 2013-present

**Overseas experience:** Poland, Switzerland

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Polish (5), Ukrainian (3), French (2), Russian (2), Czech (1), German (1)

**Percentage instructional content area expertise:** 100%

**Number of area courses taught in the past 5 years:** 6

**Area courses taught:** Russian Revolutions; Modern East Central Europe; Sex, War, Violence: Gender and Sexuality in 20th Century European History; Inside Out Prison Exchange: Reading Camp and Prison Narratives; Polish History; Poland Study Abroad

**Research and teaching specialization:** Modern Central and East European history; cultural history of Central and Eastern Europe; gender in Eastern Europe and the Soviet Union

**Number of area publications in the past 5 years:** 10

**Recent publications:** *If the Walls Could Talk: Women Political Prisoners in Stalinist Poland, 1945-1956*, Oxford University Press, 2018; "Walls that Unite: Unlikely Friendships in Mokotów Prison, 1949-1956," *Rocznik Antropologii Historii*, 2016; "Masculinity and Dissidence in Eastern Europe in the 1980s," in C Baker, ed., *Gender in Twentieth Century Eastern Europe and the USSR*, Palgrave, 2016; "Polish Solidarity's Heroine—Anna Walentynowicz: An Exercise in Memory Studies," *Rocznik Antropologii Historii*, 2015.

**Number of dissertations/theses supervised in the past 5 years:** 5

**Distinctions:** Kosciuszko Foundation Polish Studies and Research Grant, 2007; American Association of University Women Dissertation Fellowship, 2008-2009; The Museum of Immigration Grant, 2015; Polish Ministry of Foreign Affairs Grant, 2015.

**NEWELL, JOSHUA**, Associate Professor, Environment and Sustainability, Tenured

**Education:** B.A., History, Brown University, 1991; M.A., Geography, University of Washington, 2003; Ph.D., Geography, University of Washington, 2008

**Academic experience:** Research Assistant Professor, University of Southern California, 2008-2010; Assistant/Associate Professor, University of Michigan, 2010-present

**Overseas experience:** Russia, Japan, South Korea, China

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (2), Japanese (2)

**Percentage instructional content area expertise:** 25%

**Number of area courses taught in the past 5 years:** 2

**Area courses taught:** Sustainability and Society; Environmental Assessment

**Research and teaching specialization:** Urban sustainability and resilience; green infrastructure and equity; industrial ecology; urban-rural resource flows; Russian, Far East, Japan, and Northeast China

**Number of area publications in the past 5 years:** 3

**Recent publications:** "Why Data for a Political-Industrial Ecology of Cities?," w/ S. Pincetl, *Geoforum*, 2017; "The State of Environmental Protection in the Russian Federation: A Review of the Post-Soviet Era," w/ L. Henry, *Eurasian Geography and Economics*, 2017; "Global Drivers of Russian Timber Harvest," w/ S. Liang and S. Guo, *Journal of Industrial Ecology*, 2016; "Russia's Forests in a Global Economy: How Consumption Drives Environmental Change," w/ J. Simeone, *Eurasian Geography and Economics*, 2014

**Number of dissertations/theses supervised in the past 5 years:** 5/5

**Distinctions:** NSF Foundation Integrated Graduate Education Grant, 2002-2005; Foreign Language and Area Studies Fellowship, 2005, 2005-2006; Global Scholar Award, U.S. Fulbright Scholar Program, Russia and China, 2017-2018.

**NORICH, ANITA**, Tikva Frymer-Kensky Collegiate Professor of English and Judaic Studies; Professor, English and Judaic Studies, Tenured

**Education:** B.A., Barnard College, 1973; M.A., English Literature, Columbia University, 1974; M.Phil., English Literature, Columbia University, 1976; Ph.D., English Literature, Columbia University, 1979

**Academic experience:** Adjunct Assistant Professor, New York University, 1979-1981; Adjunct Assistant Professor, University of Pennsylvania, 1980-1981; Lady Davis Postdoctoral Fellow in Yiddish, Hebrew University, 1981-1983; Assistant/Associate/Full Professor, University of Michigan, 1983-present

**Overseas experience:** Israel, England, Australia

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Yiddish (5), Hebrew (4), German (2), French (2)

**Percentage instructional content area expertise:** 50%

**Number of area courses taught in the past 5 years:** 5

**Area courses taught:** Yiddish Short Stories; Literature of the Holocaust; Modern Yiddish Classics; Yiddish Classics and Modernity; Jews in the Modern World: Texts, Images, Ideas

**Research and teaching specialization:** Jewish literature; Jewish life in modern Europe and America; Jewish literatures

**Number of area publications in the past 5 years:** 4

**Recent publications:** *Languages of Modern Jewish Cultures: Comparative Perspectives*, w/ J. Miller, University of Michigan Press, 2016; "Embracing Ambiguity: Reflections on Translating Yiddish," *In Geveb: A Journal of Yiddish Studies*, 2016; "Poetics and Politics of Translation," *The Cambridge History of Jewish American Literature*, H. Wirth-Nesher, ed., Cambridge University Press, 2015; *Writing in Tongues: Translating Yiddish in the 20th Century*, University of Washington Press, 2013.

**Number of dissertations/theses supervised in the past 5 year:** 12

**Distinctions:** Fellow, Center for Advanced Judaic Studies, University of Pennsylvania, 2004-05; Fellow, Frankel Institute for Advanced Judaic Studies, UM, 2013-14.

**NORTHROP, DOUGLAS**, Professor, History and Near Eastern Studies, Tenured

**Education:** B.A., Russian, Political Science, Mathematics, Williams College, 1989; B.A., Modern European History, Emmanuel College, Cambridge University, 1991; M.A., Modern European History, Emmanuel College, Cambridge University, 1995; Ph.D., Modern Russian, Soviet, and East European History, Stanford University, 1999

**Academic experience:** Visiting Instructor to Assistant Professor, Pitzer College, 1997-99; Assistant Professor, University of Georgia, 1999-2004; Associate/Full Professor, University of Michigan, 2004-present

**Overseas experience:** Russia, Uzbekistan, Kazakhstan, Armenia, Turkmenistan, Kyrgyzstan

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (4), Uzbek (4), German (2), Turkish (2), Uyghur (2), French (1)

**Percentage instructional content area expertise:** 75%

**Number of area courses taught in the past 5 years:** 4

**Area courses taught:** From Genghis Khan to the Taliban: Modern Central Asia; History of Disaster; Understanding Afghanistan; Central Asian History; Graduate Colloquium in World and Global History

**Research and teaching specialization:** Modern Central Asia; Russia/Soviet Union; empire/colonialism; gender/women's history; world history

**Number of area publications in the past 5 years:** 2

**Recent publications:** *Four Days that Shook the World: Earthquakes and Empire on Russia's Eurasian Frontier* (in progress); *A Zoom: A History of Everything*, w/ C. Gibelyou, Oxford University Press (under contract); "Webs of Knowledge: Crossing Disciplines to Teach the Universe," w/ C. Gibelyou in B. Rodrigue, et al., eds., *Education and Understanding: Big History Around the World* (Vol. 2 of *From Big Bang to Galactic Civilizations: A Big History Anthology*), Primus Books, 2016; *An Imperial World: Empires and Colonies Since 1750*, Pearson, 2013; *A Companion to World History*, ed., Wiley-Blackwell, 2012.

**Number of dissertations or theses supervised in the past 5 years:** 4/1

**Distinctions:** Charles A. Ryskamp Research Fellowship, American Council of Learned Societies, 2003-2006; Eisenberg Institute for Historical Studies Faculty Fellowship, 2008-2009; Director, CREES, 2008-2011; International Scholar, Central Asia Research and Training Initiative, Open Society Institute, 2009-2012; President, Central Eurasian Studies Society, 2016-2018; Helmut Stern Fellow, Institute for the Humanities, UM, 2017-2018.

**O'SHEA, JOHN**, Emerson F. Greenman Collegiate Professor of Anthropological Archaeology; Professor, Anthropology; Curator, Museum of Anthropological Archaeology, Tenured

**Education:** B.A., University of Nebraska, 1974; Ph.D., Prehistoric Archaeology, Cambridge University, 1979

**Academic experience:** Post-Doc, Ashmolean Museum, 1978-1979; Visiting Lecturer, University of Amsterdam, 1979-1980; Assistant Professor, University of Iowa, 1980-1982; Assistant/Associate/Full Professor, University of Michigan, 1982-present

**Overseas experience:** Romania, Hungary, Spain, Yugoslavia

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Spanish (3), German (2), Hungarian (1), Romanian (1)

**Percentage instructional content area expertise:** 35%

**Number of area courses taught in the past 5 years:** 2

**Area courses taught:** Social Analysis of Funerary Practices; Archaeology of Death

**Research and teaching specialization:** Prehistoric economics, theory, and method; Old World archaeology; Hungary; Romania

**Number of area publications in the past 5 years:** 3

**Recent publications/presentations:** "'...the nearest run thing...' The Genesis and Collapse of a Bronze Age Polity in the Marcos Valley of Southeastern Europe," w/ A. Nicodemus in A. Gyucha, ed., *Coming Together: Comparative Approaches to Population Aggregation and Early Urbanization* (in press); "Reading Regional Identities in the Carpathian Basin Bronze Age: You Can't Judge a Book by its Cover," in T. Earle, et al., eds., *Landscapes of Complexity in Bronze Age Central Europe* (in press); "Archaeological Investigations at Pecica 'Santul Mare,'" w/ A. Nicodemus and L. Motta, *Ziridava, Studia Archaeologica*, 2015; "From Relative to Absolute: The Radiometric Dating of Maros Culture Ceramics at Pecica-Santul Mare," w/ A. Nicodemus, *Ziridava, Studia Archaeologica*, 2015; "Evidence for Holocene Aeolean Activity at the Close of the Middle Bronze Age in the Eastern Carpathian Basin: Geoarchaeological Results from the Mures River Valley, Romania," w/ C. Sherwood, et al., *Geoarchaeology*, 2013.

**Number of dissertations/theses supervised in the past 5 years:** 12

**Distinctions:** Elected member, American Academy of Arts and Sciences, 2012.

**PALOFF, BENJAMIN**, Associate Professor, Slavic Languages and Literatures and Comparative Literature, Tenured

**Education:** B.A., Slavic Languages and Literatures, Harvard University, 1999; M.F.A., Creative Writing/Poetry, University of Michigan, 2001; M.A., Slavic Languages and Literatures, Harvard University, 2002; Ph.D., Slavic Languages and Literatures, Harvard University, 2007

**Academic experience:** Instructor, Harvard University, 2005-07; Visiting Assistant Professor and Fellow, Michigan Society of Fellows, University of Michigan, 2007-10; Assistant/Associate Professor, University of Michigan, 2010-present

**Overseas experience:** Poland, Russia

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Polish (5), Russian (5), Czech (5), German (3), French (3), Yiddish (3)

**Percentage instructional content area expertise:** 100%

**Number of area courses taught in the past 5 years:** 7

**Area courses taught:** Polish Literature in the Nineteenth Century; Polish Literature in English: 1890 to the Present; Central European Cinema; Seminar in East European Literary Theories; East European Poets in the West; Polish Drama in Context: Page to Stage, Street to Screen; Polish Theatre

**Research and teaching specialization:** Comparative approaches to modern Russian, Polish, and Czech literatures; poetics; translation in theory and practice

**Number of area publications in the past 5 years:** 7

**Recent publications:** *World Apart: Real-Life Fictions of Concentration Camps, Ghettos, and Besieged Cities* (in progress); "Is S. I. Witkiewicz's Philosophy Dualistic?: Pure Form's Challenge to Polish Modernism (and Everything Else)" (in progress); "Translating Relative States: Richard Weiner in the Space of Literature," *Comparative Literature* (forthcoming); "Can You Tell Me How to Get to the Warsaw Ghetto?," *Modernism/modernity*, 2017; *Lost in the Shadow of the Word: Space, Time, and Freedom in Interwar Eastern Europe*, Northwestern University Press, 2016; "East Is Always Further East," *East European Politics and Societies*, 2014.

**Number of dissertations/theses supervised in the past 5 years:** 10

**Distinctions:** Literature Fellowship in Poetry, National Endowment for the Arts, 2009; Kolegium Thumaczy Fellowship, The Book Institute (Kraków), 2010; External Faculty Fellowship, Stanford Humanities Center, 2013-2014; PEN/Heim Translation Fund Grant, 2014; Helen Tartar First Book Subvention Prize, American Comparative Literature Association (for *Lost in the Shadow of the Word*), 2015; Literature Fellowship in Translation, National Endowment for the Arts, 2016.

**PASEK, EWA M.**, Lecturer II of Czech and Polish, Slavic Languages and Literatures, Non-tenure-track

**Education:** M.A., Polish Philology, University of Warsaw, 1987; M.A., Philosophy and Sociology, University of Warsaw, 1990

**Academic experience:** Instructor, XXI H. Kollataj High School, 1991-1995; Instructor, American High School of Warsaw, 1995-1996; Lecturer II, University of Michigan, 1997-present

**Overseas experience:** Poland, Ukraine

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Polish (5), Czech (5)

**Language pedagogy training:** Summer Czech Language Courses, Masaryk University, 2006, 2007, 2009; Summer Czech Language Courses, Palacký University, 2008; UM Language Pedagogy Workshops, 2003, 2005-present; ACTFL ILR Familiarization Workshop, UM, 2011; ACTFL Full OPI Assessment Workshop, UM, 2014; Workshop on Strategies for Building a Successful Polish Language Program, University of Chicago, 2015

**Percentage instructional content area expertise:** 100%

**Number of area courses taught in the past 5 years:** 11

**Area courses taught:** First-Year Czech I & II; Second-Year Czech I & II; First-Year Polish I & II, Second-Year Polish I & II; Third-Year Polish I & II; Peripheral Culture: Roma Minority in Central and Eastern Europe

**Research and teaching specialization:** Roma history and society; Polish language; Czech language

**Number of area publications in the past 5 years:** 3

**Recent publications:** Zofia Nałkowska's *The Romance of Teresa Hennert*, w/ M. Thomas, trans., Northern Illinois Press, 2014.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Distinctions:** ACTFL OPI Tester Certification in Polish, 2014; Founding Member and Acting President, North American Association of Teachers of Polish, 2015-16; President, North American Association of Teachers of Polish, 2018-2019.



**PORTER-SZÚCS, BRIAN**, Arthur F. Thurnau Professor, History, Tenured

**Education:** B.A., University of Tulsa, 1986; M.A. History, University of Wisconsin, Madison, 1989; Ph.D., University of Wisconsin, Madison, 1994

**Academic experience:** Assistant/Associate/Full Professor, University of Michigan, 1994-present

**Overseas experience:** Poland

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)  
Polish (5)

**Percentage instructional content area expertise:** 75%

**Number of area courses taught in the past 5 years:** 6

**Area courses taught:** Poland from the Medieval to the Modern; Poland in the Modern World; Poland in the 20th and 21st Centuries; Europe in the Era of Total War; A History of the Economy; Capitalism and Socialism

**Research and teaching specialization:** Modern Poland; economics of socialism and capitalism; Roman Catholicism

**Number of area publications in the past 5 years:** 5

**Recent publications:** "Conceptualizing Consumption in the Polish People's Republic," in Z. Gille, et al., *The Pleasures of Backwardness: Consumer Desire and Modernity in Eastern Europe* (forthcoming); "Exclusionary Egalitarianism and the New Cold War," *Slavic Review*, 2017; "Europe has Lost its Polish Anchor," *The Conversation*, 2016; *Beyond Martyrdom: A History of Poland in the Modern World*, Wiley/Blackwell, 2014; "Why Do Polish Catholics Hate the Jews? Making Sense of a Bad Question," in F. Guesnet and G. Jones, eds., *Antisemitism in an Era of Transition: Genealogies and Impact in Post-Communist Poland and Hungary*, Peter Lang, 2014; *For God and Fatherland: Poland, Catholicism, and Modernity*, Oxford University Press, 2011.

**Number of dissertations/theses supervised in the past 5 years:** 9

**Distinctions:** Oskar Halecki Award, Polish Institute for Arts and Sciences in America, 2001; Post-Doctoral Fellowship, American Council for Learned Societies, 2003; Kulczycki Book Prize for Polish Studies, ASEES (for *For God and Fatherland*), 2012; President, Polish Studies Association, 2010-2016; American Council for Learned Societies Fellowship, 2016-2017.

**POSKOVIC, ENDI**, Professor, Art and Design, Tenured

**Education:** Fine Arts Diploma, Sarajevo School of Applied Arts, 1986; B.F.A., Printmaking/Design, Academy of Fine Arts, University of Sarajevo, 1990; M.F.A., Printmaking/Drawing, State University of New York at Buffalo, 1993

**Academic experience:** Lecturer, State University of New York at Buffalo, 1993-1995; Lecturer, Daemen College, 1994-1995; Assistant Professor, Ball State University, 1995-1997; Associate Professor, Whittier College, 1997-2008; Associate/Full Professor, University of Michigan 2008-present

**Overseas experience:** Bosnia, China, Japan, Poland, Belgium, Italy, Norway

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)  
Bosnian (5), Croatian (5), Serbian (5), German (2), Polish (2), Norwegian (2)

**Percentage instructional content area expertise:** 25%

**Number of area courses taught in the past 5 years:** 2

**Area courses taught:** Towards Universal Pictorial Language; Concept, Form, and Context: Human Being-Being Human

**Research and teaching specialization:** Graphic image and print media; 20th-century Eastern and Central European political posters; images of war in art; themes of exile

**Number of area publications in the past 5 years:** 0

**Recent solo exhibitions:** "Crossing Series," APURI Gallery, Academy of Applied Arts, Rijeka, Croatia, 2017; "Endi Poskovic: I was Born into These Lands," Olson Gallery, Bethel University, St. Paul, Minneapolis, 2017; "Angelus Novus: New Woodcuts," Galerii Okno na Sztukę-Kutnowski Dom Kultury, Kutno, Poland, 2016; "Sites of Memory: Piotr Panaszewicz | Endi Poskovic: Recent Lithographs," Tidaholm Museum, Tidaholm, Sweden.

**Number of dissertations/theses supervised in the past 5 years:** 3

**Distinctions:** John D. Rockefeller Foundation-Bellagio Center Creative Arts Fellowship, 2010; Simon Guggenheim Memorial Foundation Fellowship, 2011-2012; Fulbright Commission Senior Research Fellowship, Jan Matejko Academy, Kraków, Poland, 2015-2016.

**ROGOVYK, SVITLANA**, Lecturer IV of Russian and Ukrainian, and Slavic Language Coordinator, Slavic Languages and Literatures, Non-tenure-track

**Education:** B.A./M.A., Teaching Foreign Languages, Ivano-Frankivsk Pedagogical Institute, 1986

**Academic experience:** Teacher, Ukraine Department of Education, 1986-1993; Lecturer II/III/IV, University of Michigan, 1995-present; Adjunct Lecturer, Wayne State University, 2000-2005; Slavic Language Coordinator, University of Michigan, 2004-present

**Overseas experience:** Russia, Ukraine

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (5), Ukrainian (5), Polish (3)

**Language pedagogy training (selected):** ACTFL Full OPI Assessment Workshop, Middlebury College, 2003; Seminar on Methods of Teaching Russian as a Foreign Language, St. Petersburg, Russia, 2005; Teaching and Assessing L2 Pragmatics, UM, 2008; Teaching Russian from Russia: Language Proficiency via World Wide Web, UM, 2009; ACTFL ILR Familiarization Workshop, UM, 2010; ACTFL Prochievement Testing in Foreign Languages Workshop, UM, 2011; ACTFL Full OPI Assessment Workshop, Middlebury College, 2012; ACTFL Full OPI Assessment Workshop, UM, 2014

**Percentage instructional content area expertise:** 100%

**Number of area courses taught in the past 5 years:** 14

**Area courses taught:** Fifth-Year Russian I & II; First-Year Ukrainian I & II; Second-Year Ukrainian I & II; Third-Year Ukrainian I & II; Teaching of Slavic Languages; Language Teaching Pedagogy Lab; Cultures of Ukraine; Let My People Go: Shevchenko the Artist, Poet, and Prophet of Modern Ukraine; An Introduction to Ukrainian Poetry: Hundred Years of Youth; Eastern Europe Animation: From Propaganda to Revolution

**Research and teaching specialization:** Second language pedagogy; Slavic language curriculum development; teaching Slavic languages to heritage speakers; Russian and Ukrainian language, literature, and culture

**Number of area publications in the past 5 years:** 0

**Recent presentations:** "Cultures of Ukraine" (in progress); Blended Language Course Content (in progress); "The Importance of Context and Specificity When Teaching Heritage Learners of Russian," International Council for Central and East European Studies Congress, 2015; "The Otherness of Learners of Ukrainian in the USA," AASEES Convention, 2016.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Distinctions:** ACTFL OPI Tester Certification in Russian, 2012, and Ukrainian, 2016.

**ROSENBERG, WILLIAM G.**, Professor Emeritus, History

**Education:** B.A., History, Amherst College, 1960; M.A., Russian Studies, Harvard University, 1961; Ph.D., History, Harvard University, 1967

**Academic experience:** Assistant/Associate/Full Professor, University of Michigan, 1967-2010; Professor Emeritus, University of Michigan, 2010-present

**Overseas experience:** Russia, Ukraine, Belarus

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (5), French (3)

**Percentage instructional content area expertise:** 25%

**Number of area courses taught in the past 5 years:** 0

**Area courses taught:** Survey of Russia: The Russian Empire, the Soviet Union, and the Successor States; Russia in the 20th Century: War, Revolution, and Reform; Russia under the Tsars

**Research and teaching specialization:** Modern Russia (the Imperial period); Soviet Russia; revolutionary movements; comparative history; modern Europe; historical archival theory

**Number of area publications in the past 5 years:** 2

**Recent publications:** *Deficit States: Scarcity and Loss in the Making of the Soviet System, 1914-1924* (in progress); "Revolutionary Archives and the 'Archival Turn,'" in I. Filippov and F. Sabaté, eds., *Identity and Loss of Historical Memory: the Destruction of Archives*, Peter Lang, 2017; *Strikes and Revolution in Russia 1917*, w/ D. Koenker, Princeton Legacy Library, Princeton University Press, 2014; *Processing the Past: Contesting Authority in History and the Archives*, w/ F. Blouin, Oxford University Press, 2011.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Distinctions:** CREES Director, UM, 1983-1986; Acting Director, CREES, UM, 1988-89; Alfred G. Meyer Collegiate Professorship, UM, 1998-2010; Ernst Posner Award, American Archivist, 2002; President, AAASS, 2002-2003; W.G. Leland Award, Society of American Archivists, 2012; Honorary Degree, European University at St. Petersburg, 2014.

**ROSIC, MARIJA**, Lecturer II of Bosnian/Croatian/Serbian, Slavic Languages and Literatures, Non-tenure-track; Cataloger, University Library

**Education:** B.A., Serbo-Croatian Language and Yugoslav Literature, University of Belgrade, 1982

**Academic experience:** Instructor, Desanka Maksimovic School, 1982-1984; Instructor, Slobodan Penezic-Krcun School, 1984-1985; Instructor, Fifth Gymnasium, 1985-1986; Instructor, Ravanica Serbian Orthodox Church, 1997-1999; Lecturer II, University of Michigan, 2000-present; Information Resources Assistant Senior in Monograph Cataloging, University Library, University of Michigan, 2000-present

**Overseas experience:** Yugoslavia, Serbia

**Language proficiency:** (1=*poor*, 2=*fair*, 3=*good*, 4=*excellent*, 5=*fluent*)

Bosnian/Croatian/Serbian (5), Hungarian (3), Macedonian (2), Slovenian (1)

**Language pedagogy training:** CARLA Summer Institute on Developing Classroom Materials for LCTLs, University of Minnesota, 2001; Summer Institute on Slavic and East European Languages: Acquisition, Techniques, and Technologies, Duke University/University of North Carolina, 2002; Foreign Language Students vs. Heritage Students of Russian: A Comparison, UM, 2005; Using Tasks Effectively in Teaching Slavic Languages, UM, 2007; Teaching and Assessing L2 Pragmatics: What Can We Expect from Learners, UM, 2008; ACTFL ILR Familiarization Workshop, UM, 2010; ACTFL Prochivement Testing in Foreign Languages Workshop, UM, 2011; ACTFL Full OPI Assessment Workshop, UM, 2014

**Percentage instructional content area expertise:** 100%

**Number of area courses taught in the past 5 years:** 5

**Area courses taught:** First-Year Bosnian/Croatian/Serbian I & II; Second-Year Bosnian/Croatian/Serbian I & II; Directed Readings in BCS Literature

**Research and teaching specialization:** Bosnian/Croatian/Serbian language; South Slavic literature

**Number of area publications in the past 5 years:** 0

**Recent presentations:** "Teaching Balkan Culture in B/C/S Classes, Washington DC, 2018; "Fog in the Background of Global Informatics," Zagreb, 2016; "Language and Identity-Disturbing Nonresistance on Parapet of Indigenous Being," Zagreb, 2015; "To Accept or Not to Accept the Making of the New Croatian Speak," AATSEEL Conference, 2015; "Serbian Language in the Process of Democratization," 4th International Andalusian Symposium on Slavic Studies, 2014.

**Number of dissertations/theses supervised in the past 5 years:** N/A.

**SEVINC, NILAY**, Lecturer II of Turkish, Near Eastern Studies, Non-tenure-track

**Education:** B.A., English Language Teaching, Anadolu University, 1998; Non-Degree Graduate Fulbright Scholar, Language Teaching Specialization, University of Oregon, 2006; M.A., Teaching Specialization, Department of Linguistics, University of Oregon, 2009; M.S., Educational Methodology, Policy and Leadership, University of Oregon, 2011

**Academic experience:** Lecturer I/II, University of Michigan, 2011-present

**Overseas experience:** Turkey

**Language proficiency:** (1=*poor*, 2=*fair*, 3=*good*, 4=*excellent*, 5=*fluent*)

Turkish (5), German (2)

**Language pedagogy training:** Undergraduate and graduate language teaching training

**Percentage instructional content area expertise:** 100%

**Number of area courses taught in the past 5 years:** 6

**Area courses taught:** Elementary Turkish I & II; Intermediate Turkish I & II; Modern Turkish Readings and Communication; Advanced Turkish Readings

**Research and teaching specialization:** Turkish language

**Number of area publications in the past 5 years:** 0

**Recent presentations:** "Conceptualizing and Designing a Turkish Language Course," MESA Conference, 2016; "Updates: ACTFL Turkish Proficiency Guidelines," 2015.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Distinctions:** Fulbright Scholarship, Foreign Language Teaching Assistant, University of Oregon, 2005; International Cultural Service Program Scholarship, University of Oregon, 2006; Community Leadership and Involvement Award, University of Oregon, 2009; Global Teaching with Videoconferencing Grant Program, UM, 2014; Gilbert Whitaker Fund for the Improvement of Teaching Grant, UM, 2017.

**SHKOLNIK, NINA**, Lecturer II of Russian, Slavic Languages and Literatures, Non-tenure-track

**Education:** M.A., Library Science and Bibliography, Kishinev State University, 1981

**Academic experience:** Instructor, Shawnee Mission NW High School, 1990-1991; Adjunct Associate Professor, Johnson County Community College, 1995-2005; Lecturer II, University of Michigan, 2006-present

**Overseas experience:** Russia

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (5)

**Language pedagogy training:** Using Tasks Effectively in Teaching Slavic Languages Workshop, UM, 2007; Inter-Institutional Russian Pedagogy Workshop, Middlebury College, 2007; Teaching and Assessing L2 Pragmatics: What Can We Expect from Learners, UM, 2008; ACTFL ILR Familiarization Workshop, UM, 2010; ACTFL Full OPI Workshop, Middlebury College, 2010; ACTFL Prochievement Testing in Foreign Languages Workshop, UM, 2011; Searching for a Perfect Blend: Students, Teachers, and Technology, UM, 2014; ACTFL Full OPI Assessment Workshop, UM, 2014; Social Media in Language Instruction Workshop, Teaching and Technology Collaborative/Enriching Scholarship, UM, 2017

**Percentage instructional content area expertise:** 100%

**Number of area courses taught in the past 5 years:** 3

**Area courses taught:** Third-Year Russian I & II; Fourth-Year Russian I & II; Russian for Heritage Speakers I & II; Intensive Third-Year Russian

**Research and teaching specialization:** Russian language

**Number of area publications in the past 5 years:** 0

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Distinctions:** ACTFL OPI Tester Certification in Russian, 2015.

**SPECTOR, SCOTT**, Professor, History and Germanic Languages and Literatures, Tenured

**Education:** B.A., Modern European Cultural and Intellectual History, Clark University, 1981; M.A., History, Johns Hopkins University, 1989; Ph.D., History, Johns Hopkins University, 1994

**Academic experience:** Research Associate, Georgetown University, 1993-1994; Assistant/Associate/Full Professor, University of Michigan, 1994-present

**Overseas experience:** Austria, Israel, Germany

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

German (5), Spanish (5), Catalan (3), Italian (3), French (2), Yiddish (2)

**Percentage instructional content area expertise:** 50%

**Number of area courses taught in the past 5 years:** 5

**Area courses taught:** The German-Jewish Heart of Europe; Vienna, Budapest, Prague-1900; Nineteenth-Century German and European Intellectual History; The History of Sexuality; Minority Subjectivities in History

**Research and teaching specialization:** Modern Central European cultural history; nationality and culture in Prague; modern German-Jewish culture and history; history of sexuality

**Number of area publications in the past 5 years:** 6

**Recent publications:** *Modernism without Jews? German-Jewish Subjects and Histories*, University of Indiana Press, 2017; "Violent Sensations: Sex, Crime, and Utopia in Vienna and Berlin, 1860-1914," University of Chicago Press, 2016; "Elsewhere in Central Europe: Jewish Literature in the Austro-Hungarian Monarchy between 'Habsburg Myth' and the 'Central Europe Effect,'" in G. Eley, et al., eds., *German Modernities from Wilhelm to Weimar: A Contest of Futures*, Bloomsbury, 2016; "Forum: Ideas and the City Introduction," *Journal of the History of Ideas*, 2013; *After the History of Sexuality: German Genealogies with and beyond Foucault*, w/ D. Herzog and H. Puff, eds., Berghahn Books, 2012.

**Number of dissertations/theses supervised in the past 5 year:** 4

**Distinctions:** John Rich Professor (Faculty Fellowship), Institute for the Humanities, UM, 2007-2008; Fulbright Senior Visiting Fellow, International Research Center for Cultural Studies, Vienna, 2013-2014; Head Fellow, Frankel Institute for Advanced Judaic Studies, UM, 2015-2016.

**SUNY, RONALD G.**, William H. Sewel, Jr. Distinguished University Professor, History, Tenured

**Education:** B.A., History, Swarthmore College, 1962; M.A., History, Columbia University, 1965; Certificate, Russian Institute, 1965; Ph.D., History, Columbia University, 1968

**Academic experience:** Assistant/Associate Professor, Oberlin College, 1968-1981; Professor, University of Michigan, 1981-1995; Professor, University of Chicago, 1995-2005; Professor, University of Michigan, 2005-present

**Overseas experience:** USSR, Russia, Estonia, Armenia, Turkey, Germany

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (5), Armenian (4), French (4), German (3), Georgian (2)

**Percentage instructional content area expertise:** 100%

**Number of area courses taught in the past 5 years:** 7

**Area courses taught:** Russia in the 20th Century: War, Revolution, and Reform; Revolution for Above: Stalin and Stalinism; Russia and the Soviet Union: Reform, Revolution, and the Socialist Experiment; Personalizing Russian History: Biography, Autobiography, Memoirs, Diaries, Letters; Empires and Nations; Empires in the Modern World; Nations and Nationalism

**Research and teaching specialization:** Russian, Armenian, and Caucasian history; nationalism; empire; genocide

**Number of area publications in the past 5 years:** 10

**Recent publications:** *Stalin: From Koba to Commissar* (in preparation); *Red Flag Unfurled: Historians, the Russian Revolution, and the Soviet Experience*, Verso Books, 2017; *Russia's Empires*, w/ V. Kivelson, Oxford University Press, 2017; "Effects of Empire: Tsarism as Enabler and Constraint on Peoples of Caucasia," *Princeton Papers: Interdisciplinary Journal of Middle Eastern Studies*, 2016; "They Can Live in the Desert But Nowhere Else:" A History of the Armenian Genocide, Princeton University Press, 2015; "The Young Stalin and the Revolution of 1905 in Georgia," in S. Jones. ed., *The Making of Modern Georgia, 1918-2012: The First Georgian Republic and its Successors*, Routledge, 2014.

**Number of dissertations/theses supervised in the past 5 years:** 15

**Distinctions:** President, AAASS, 2004-2005; Middle East Studies Association Academic Freedom Award, 2005; Berlin Prize, American Academy in Berlin, 2014; Faculty Fellowship, Eisenberg Institute for Historical Studies, UM, 2015-2016; Wayne S. Vucinich Book Prize, ASEES (for "They Can Live in the Desert But Nowhere Else"), 2016.

**SWANSON, ERIC**, Associate Professor, Philosophy and Linguistics, Tenured

**Education:** B.A., Literature, Bard College, 1997; M.A., Slavic Languages and Literatures, Yale University, 1999; M.A., Philosophy, Tufts University, 2001; Ph.D., Philosophy, Massachusetts Institute of Technology, 2006

**Academic experience:** Assistant/Associate Professor, University of Michigan, 2006-present

**Overseas experience:** Russia, Eastern Europe, Norway, Canada

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

French (2), Russian (2)

**Percentage instructional content area expertise:** 25%

**Number of area courses taught in the past 5 years:** 1

**Area courses taught:** Causation, Responsibility, and the Force of Language in *The Brothers Karamazov*; Social and Political Philosophy of Language

**Research and teaching specialization:** Language; metaphysics; mind; formal epistemology

**Number of area publications in the past 5 years:** 0

**Recent publications:** "Indeterminacy in Causation," *Philosophical Quarterly*, 2017; "Probability in Philosophy of Language," in A. Hájek and C. Hitchcock, eds., *The Oxford Handbook of Probability and Philosophy*, Oxford University Press, 2016; "The Application of Constraint Semantics to the Language of Subjective Uncertainty," *Journal of Philosophical Logic*, 2016; "Ordering Supervaluationism, Counterpart Theory, and Ersatz Fundamentality," *Journal of Philosophy*, 2014.

**Number of dissertations/theses supervised in the past 5 years:** 4

**Distinctions:** Marshall M. Weinberg Fund for Graduate Seminars Grant, UM, 2009; Rackham Graduate School Dean's Strategic Funding Grant, UM, 2009.

**TOMAN, JINDRICH**, Professor, Slavic Languages and Literatures, Tenured

**Education:** M.A., Germanic and Slavic Philology, Universität Freiburg, 1972; Ph.D., Germanic and Slavic Philology, Universität Köln, 1981

**Academic experience:** Assistant/Associate/Full Professor, University of Michigan, 1987-present

**Overseas experience:** Germany, Czechoslovakia/Czech Republic/Slovak Republic

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Czech (5), German (5), Russian (3)

**Percentage instructional content area expertise:** 100%

**Number of area courses taught in the past 5 years:** 9

**Area courses taught:** Prague: The Magic City; Arts and Cultures of Central Europe; Soviet Visual Culture, 1917-1953; Modern Czech Literature; Robots, Newts, Plague: Karel Capek's Path towards Anti-Nazi Resistance; Jewish Prague; The Avant-Gardes in Central & Eastern Europe, 1910-1945; The Avant-Gardes in East and West; Satire and Power: 20th Century Masterpieces from Eastern Europe; Proseminar in Research Methods in Slavic Literature

**Research and teaching specialization:** Central European modernism; history of the modern book; Bohemian Jewish culture; Czech literature; Slavic linguistics

**Number of area publications in the past 5 years:** 6

**Recent publications:** *Projects and Conflicts: Bohemia's Jews and their Nineteenth-century* (in progress);

"Conversational Modernism: Turning Czech Men into Gentlemen by Way of *The Gentleman*," *Central Europe*,

2016; "Exemplary Modernism: Zdenek Rossman's New Typography, 1925-1943," *Changing the Field of View:*

*Modern Printing and the Avant-Garde*, in P. Kurc-Maj and D. Muzyczuk, eds., *Maszyna do komunikacji: Wokół awangardowej idei nowej typografii*, Muzeum sztuki, 2015; *Horizonty modernismu: Zdeněk Rossmann, 1905-1984*,

w/ M. Sylvestrová, eds., Moravská galerie, 2015; *Roman Jakobson: Selected Writings, Vol. 9.2, Uncollected Works,*

*1934-1943*, ed., de Gruyter, 2014; *Roman Jakobson: Selected Writings, Vol. 9.1, Uncollected Works, 1916-1933*,

ed., de Gruyter, 2013; "Fake Fragments, Fake Ruins, and Genuine Paper Ruination," in D. Gafijczuk and D. Sayer,

eds., *The Inhabited Ruins of Central Europe: Re-imagining Space, History and Memory*, Routledge, 2013.

**Number of dissertations/theses supervised in the past 5 years:** 2

**Distinctions:** Chair, Department of Slavic Languages and Literatures, UM, 1995-1998, 1999-2000, 2001-2004, interim, 2015; Alexander von Humboldt Research Prize, 2010-2011; Fellow, Frankel Institute for Advanced Judaic Studies, UM, 2014-2015.

**TRANDAFIRESCU, ANCA**, Associate Professor, Architecture, Tenured

**Education:** B.Arch., Temple University, 1993; M.Arch., University College London, 2002

**Academic experience:** Adjunct Assistant Professor, University of Oregon, 2002-2004; Lecturer/Assistant/Associate Professor, University of Michigan, 2005-present

**Overseas experience:** United Kingdom, Romania

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Romanian (5)

**Percentage instructional content area expertise:** 15%

**Number of area courses taught in the past 5 years:** 0

**Area courses taught:** N/A

**Research and teaching specialization:** Design and representation; Romanian architectural design

**Number of area publications in the past 5 years:** 0

**Recent exhibitions:** "AVA LIGHTS" and "TETRA|N," w/ G. Wilcox, in U. Mejergrén and A. Berensson, eds.,

*PROCESS: Vol. 6*, Seoul Damdi Publishing Company, 2013; "CUTWORK," "LUMANOTUS," and "Process: A

Systems Approach," w/ G. Wilcox, in U. Mejergrén and A. Berensson, eds., *PROCESS: Vol. 7*, Seoul Damdi

Publishing Company, 2013; "area.architecture," w/ G. Wilcox, in P. Young, ed., *Architectural Model Lead to*

*Design*, Seoul Damdi Publishing Company, 2010.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Distinctions:** William Muschenheim Fellow, Taubman College of Architecture and Urban Planning, UM, 2005-06; Design Honor Award, Decatur Modern Design Challenge House Competition, 2007; Honorable Mention, 99K House Competition, Rice Design Alliance/AIA Huston, 2008; Taubman College of Architecture and Urban Planning Alumni Society Board of Governors Award for Excellence in Teaching, UM, 2008; AIA Huron Valley Honor Award for the project "Flying Carpet" (w/ G. Wilcox, 2013); Citation Award, Architect Magazine, R+D Award Program, 2014.

**UEHLING, GRETA**, Lecturer II, International and Comparative Studies, Non-tenure-track

**Education:** B.A., International Studies, University of Oregon, 1990; M.A., Ethnology, University of Michigan, 1995; Ph.D., Anthropology, University of Michigan, 2000

**Academic experience:** Instructor, University of Michigan, 1997; Lecturer, Eastern Michigan University, 2001-2003; Lecturer, Wayne State University, 2002; Lecturer I/II, University of Michigan, 2012-present

**Overseas experience:** Ukraine, Denmark, Russia, Kyrgyzstan, Uzbekistan, Netherlands

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (5), Ukrainian (3), French (3), Crimean Tatar (2)

**Percentage instructional content area expertise:** 50%

**Number of area courses taught in the past 5 years:** 4

**Area courses taught:** Hidden Histories: Comparative Perspectives on How Societies Remember and Forget; Migration, Human Trafficking, and Smuggling in International and Comparative Perspective; Humanitarian Dilemmas; Gender, War, and Peace

**Research and teaching specialization:** Globalization; international migration; human rights; humanitarianism; sex and gender-based violence; human trafficking and smuggling

**Number of area publications in the past 5 years:** 5

**Recent publications:** "Counter Politics of Fear: An Indigenous Perspective" (in progress); "For the Sake of Emotion; Tolerance, Human Rights, and the Eurovision Song Contest" (in progress); "Everyday Life in Ukraine's War Zone," *Current History*, 2017; "Hybrid Deportation: Internal Displacement in Ukraine," *Migration and the Ukraine Crisis: A Two Country Perspective*, E-international Relations, 2017; "The Responsibilization of Refugees in the United States: On the Political Uses of Psychology," *Anthropological Quarterly*, 2015; "Genocide's Aftermath: Neostalinism in Contemporary Crimea," *Journal of Genocide Research*, 2015.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Distinctions:** Post-Doctoral Fellow, Solomon Asch Center for the Study of Ethnopolitical Conflict, University of Pennsylvania, 2003-2004; Fulbright Fellow, Taras Shevchenko National University, Kyiv, Ukraine, 2015-2017; Faculty Fellow, Institute for the Humanities, UM, Summer 2018.

**VEIDLINGER, JEFFREY**, Joseph Brodsky Collegiate Professor of History and Judaic Studies, Tenured

**Education:** B.A., History, McGill University, 1993; Ph.D., History, Georgetown University, 1998

**Academic experience:** Assistant/Associate/Full Professor, Indiana University, 1999-2013; Professor, University of Michigan, 2013-present

**Overseas experience:** Russia, Hungary, Moldova, Romania, Slovakia, Ukraine, Israel

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Yiddish (4), Hebrew (4), Russian (3), French (2), German (2)

**Percentage instructional content area expertise:** 80%

**Number of area courses taught in the past 5 years:** 4

**Area courses taught:** The Holocaust; Antisemitism and Philosemitism: Jews in Myth and Thought; Jewish Memories, Memoirs and History; Modern Jewish history, 1890-1948

**Research and teaching specialization:** East European and Russian Jewry; modern Jewish history; modern Russian history

**Number of area publications in the past 5 years:** 8

**Recent publications:** *Going to the People: Jews and the Ethnographic Impulse*, Indiana University Press, 2016; "What if Russian Jewry Had Never Been Confined to the Pale of Jewish Settlement?," in G. Rosenfeld, ed., *What Ifs of Jewish History*, Cambridge University Press, 2016; "One Doesn't Make Out Much with Furs in Palestine: The Migration of Jewish DPs, 1945-1947," *East European Jewish Affairs*, 2014; "How the Jews of Eastern Europe Read the Bible: The *Tsene-rene* and Purim Plays," *Russian History*, 2014; "Before Crimea Was an Ethnic Russian Stronghold, It Was a Potential Jewish Homeland," *Tablet*, 2014; "Moscow's Long History of Intervening in Votes Like Crimea's," *Tablet*, 2014; *In the Shadow of the Shtetl: Small Town Jewish Life in Soviet Ukraine*, University Press, 2013; "Culture and the Public: A Yiddish Perspective," *Canadian-American Slavic Studies*, 2013.

**Number of dissertations/theses supervised in the past 5 years:** 3

**Distinctions:** "Top Young Historian" History News Network, 2006; Alvin H. Rosenfeld Chair in Jewish Studies, Indiana University, 2007-2013; Canadian Jewish Book Award, 2010; J. I. Segal Prize, 2010; Canadian Jewish Book Award (for *In the Shadow of the Shtetl*), 2014; Fellow, Frankel Institute for Advanced Judaic Studies, UM, 2014-2015; Director, Jean and Samuel Frankel Center for Judaic Studies, UM, 2015-present.

**WESTWALEWICZ, PIOTR**, Lecturer IV of Polish, Slavic Languages and Literatures, Non-tenure-track

**Education:** B.A., English Philology, Jagiellonian University, 1985; B.A., Comparative Literature, University of Michigan, 1991; M.A., Slavic Literatures, University of Michigan, 1994; Ph.D., Slavic Literatures, University of Michigan, 1998

**Academic experience:** Lecturer, University of Michigan, 1990-present; Adjunct Professor, Concordia University, 2007

**Overseas experience:** Poland

**Language proficiency:** (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Polish (5), Russian (4), Serbo-Croatian (4), German (3)

**Language pedagogy training:** Graduate Training, University of Michigan, 1991-1998

**Percentage instructional content area expertise:** 100%

**Number of area courses taught in the past 5 years:** 12

**Area courses taught:** Second-Year Polish I & II; Third-Year Polish I & II; Fourth-Year Polish I & II; Central Europe Today; Revolution in the Attic: The Tradition of Polish Counterculture; Rock Poetry and Political Protest in Poland; Rock Kills Communism; Heart of Europe: Poland Today; Rebellion: A Polish Tradition

**Research and teaching specialization:** Polish language, literature, and culture; Russian language

**Number of area publications in the past 5 years:** 0

**Recent presentations:** "What Happened to My Tractor," Polish Workshop, UM, 2017; "From the Concrete Bloc to the Radioactive Bloc: Rock Kills Communism," Saint Mary's Orchard Lake School, 2017; "Tango and Other Totalitarian Dances," Slavic Animation Mini-Course, UM, 2017; "Polish Mythologies: Escaping the Grand Narratives," Slavic Animation Festival, UM, 2016; "Totalitarian Animation: The Two that Stole the Moon," Slavic Animation Festival, UM, 2015.

**Number of dissertations/theses supervised in the past 5 years:** N/A

**Distinctions:** Phi Beta Kappa, 1990; Mellon Fellowship Dissertation Grant, 1997-1998.

**ZABOROWSKA, MAGDALENA**, Professor, American Culture and Afroamerican and African Studies, Tenured

**Education:** B.A., University of Warsaw, 1985; M.A., English and American Studies, University of Warsaw, 1987; Ph.D., Department of English, University of Oregon, 1992

**Academic experience:** Assistant Professor, Furman University, 1992-1996; Assistant/Associate Professor, Aarhus University, 1996-2000; Visiting Associate/Associate/Full Professor, University of Michigan, 2001-present

**Overseas experience:** Denmark, Poland, France, Austria, Italy

**Language proficiency:** (*1=poor, 2=fair, 3=good, 4=excellent, 5=fluent*)

Polish (5), Danish (3), French (3), Russian (3), German (3)

**Percentage instructional content area expertise:** 15%

**Number of area courses taught in the past 5 years:** 0

**Area courses taught:** Immigrant Narrative in the Twentieth Century; From Ellis Island to the Promised Land: Introduction to Immigrant Literatures

**Research and teaching specialization:** Post-totalitarian East-Central Europe; 20th century immigrant literatures; East European immigrant women writers; Polish-Jewish studies

**Number of area publications in the past 5 years:** 1

**Recent publications:** "The Tale of Two Museums: Representing Blackness and Jewishness between Poland and the United States" (in progress); *Me and My House: James Baldwin's Last Decade in France*, Duke University Press, 2018; "'Chained Together in Time and Space:' W.E.B. Du Bois Looks at the Warsaw Ghetto, James Baldwin Regards the Harlem Ghetto," *Palimpsest: A Journal of Women, Gender, and the Black International*, 2015.

**Number of dissertations/theses supervised in the past 5 years:** 7

**Distinctions:** William Sanders Scarborough Prize, Modern Language Association, 2009; Hunting Family Professor (Faculty Fellowship), Institute for the Humanities, UM, 2009-2010; Distinguished Visiting Professor, University of Cagliari, Italy, 2012; Michigan Humanities Award, UM, 2014-2015; John Rich Faculty Fellow, Institute for the Humanities, UM, 2017-2018.



**ZHUKOV, YURI M.**, Assistant Professor, Political Science, Tenure-track

**Education:** B.A., International Relations, Brown University, 2003; M.A., Georgetown University, Graduate School of Foreign Service, 2007; Ph.D., Government, Harvard University, 2014

**Academic experience:** Assistant Professor, University of Michigan, 2014-present

**Overseas experience:** Ukraine, Russia

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (5), Ukrainian (2)

**Percentage instructional content area expertise:** 100%

**Number of area courses taught in the past 5 years:** 4

**Area courses taught:** Political Economy of Russia and Eurasia; Security Studies Seminar; Modern Warfare; Empirical Models of Conflict

**Research and teaching specialization:** Russian and Eurasian politics; civil conflict (causes, dynamics, consequences); interstate conflict; political communication; civil-military relations; military effectiveness

**Number of area publications in the past 5 years:** 8

**Recent publications:** “Stalin’s Terror and the Long-term Political Effects of Mass Repression,” w/ R. Talibova, *Journal of Peace Research* (forthcoming); “The Political Legacy of Violence: The Long-Term Impact of Stalin’s Repression in Ukraine,” w/ A. Rozenas and S. Schutte, *Journal of Politics*, 2017; “Trading Hard Hats for Combat Helmets: The Economics of Rebellion in Eastern Ukraine,” *Journal of Comparative Economics*, 2016; “External Resources and Indiscriminate Violence: Evidence from German-Occupied Belarus,” *World Politics*, 2016; “Islamists and Nationalists: Rebel Motivation and Counterinsurgency in Russia’s North Caucasus,” w/ M. Toft, *American Political Science Review*, 2015; “Population Resettlement in War: Theory and Evidence from Soviet Archives,” *Journal of Conflict Resolution*, 2015.

**Number of dissertations/theses supervised in the past 5 years:** 9/4

**Distinctions:** Bruce Russett Award, *Journal of Conflict Resolution* (for “Population Resettlement in War”), 2015; *Journal of Peace Research* Best Visualization Award, 2015; Eldersveld Research Prize, UM, 2016-2017; Roy Pierce Award, Center for Political Studies, UM, 2017.

**ZIMMERMAN, WILLIAM**, Professor Emeritus, Political Science

**Education:** B.A., Political Science, Swarthmore College, 1958; M.A., The George Washington University, 1959; Ph.D., Columbia University, 1965

**Academic experience:** Lecturer/Assistant/Associate/Full Professor, University of Michigan, 1963-2007; Professor Emeritus, 2007-present

**Overseas experience:** USSR, Russia, Romania, Yugoslavia

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (3), Serbo-Croatian (1), French (1)

**Percentage instructional content area expertise:** 25%

**Number of area courses taught in the past 5 years:** 0

**Area courses taught:** Soviet and Post-Soviet Politics; Soviet and Russian Foreign Policy; Politics of Leningrad and Saint Petersburg; Comparative Communism

**Research and teaching specialization:** Russian elites; Soviet and Russian political systems; comparative foreign policy

**Number of area publications in the past 5 years:** 3

**Recent publications:** *Soviet Perspectives on International Relations, 1956-1967*, Princeton Legacy Library, Princeton University Press, 2015; *Ruling Russia: Authoritarianism from the Revolution to Putin*, Princeton University Press, 2014; *Open Borders, Nonalignment, and the Political Evolution of Yugoslavia*, Princeton Legacy Library, Princeton University Press, 2014; “Russian National Interests, Use of Blood and Treasure, and Energy Price Assessments: 2008-2009,” *Post-Soviet Affairs*, 2009; “‘Normal Democracies’ and Improving How They Are Measured: The Case of Russia,” *Post-Soviet Affairs*, 2007.

**Number of dissertations/theses supervised in the past 5 years:** 2

**Distinctions:** Director, CREES, 1972-1978, 1991-1992; AAASS Award for Distinguished Contributions to Slavic Studies, 2004; Distinguished Faculty Achievement Award (for exceptional contributions in scholarship, teaching, mentorship and service), UM, 2005.

**UNIVERSITY LIBRARY STAFF:  
SLAVIC, EAST EUROPEAN, AND EURASIAN STUDIES**

**BILLINGS, LEIGH A.**, Slavic Cataloger, University Library

**Education:** B.A., Physics and Astronomy/Russian, University of Pittsburgh, 2002; M.L.I.S., University of Pittsburgh, 2005

**Professional experience:** Language Editor/Stylist (for English-languages versions of Russian Academy of Sciences journals), MAIK Nauka/Interperiodica, Moscow, Russia, 2002-2003; Assistant Technical Librarian, *Mathematical Reviews*, 2003-2004; Cataloging Librarian, Baker & Taylor, Inc., Bridgewater (NJ), 2005-2008; Information Resources Cataloguing Specialist (.5 FTE)/Information Resources Specialist Senior (1 FTE) (Slavic Cataloger), University Library, University of Michigan, 2004-present

**Overseas experience:** Russia

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (3), Modern Greek (1)

**Research specialization:** Slavic and East European technical services librarianship

**Number of area publications in the past 5 years:** 0

**Recent publications:** "Many Languages, Many Workflows: Mapping and Analyzing Technical Services Processes for East Asian and International Studies Materials," w/ N. Llamas, *Cataloging & Classification Quarterly*, 2017.

**CRAYNE, JANET**, Librarian for Slavic, East European, and Eurasian Studies, University Library

**Education:** B.A., Russian, University of Wisconsin, 1971; M.A., Russian Language and Literature, University of Wisconsin, 1976; Certificate, Russian Area Studies, University of Wisconsin, 1977; Coursework, and Art History minor, toward Ph.D., Slavic Languages and Literatures, University of Wisconsin, 1977-1980; M.L.I.S., University of Rhode Island, 1986; coursework in Uzbek, University of Michigan, 2008-2009

**Professional experience:** Slavic Cataloger with Reference and Bibliography responsibilities, University of Virginia, 1987-1993; Associate Librarian/Senior Associate Librarian/Librarian, Assistant Head/Head, Slavic and East European Division, University Library, University of Michigan, 1993-2013; Librarian for Slavic, East European, and Eurasian Studies, University Library, University of Michigan, 2013-present

**Overseas experience:** USSR/Russia, Bosnia, Bulgaria, Croatia, Czech Republic, Estonia, Sweden, Germany, Hungary, Kazakhstan, Kosovo, Poland, Serbia, Slovenia (occasional acquisition visits, 1993-present)

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (4), French (3), Serbo-Croatian-Bosnian (3), German (1) Slovene (1), Macedonian (1), Bulgarian (1), Czech (1), Hungarian (1), Polish (1), Uzbek (1)

**Number of area courses taught in the past 5 years:** 1

**Area courses taught:** On-line with Former Soviet and East European Countries: Use of Archival Materials in Research and Teaching

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Research specialization:** Slavic bibliography; Russian language, literature, and history

**Number of area publications in the past 5 years:** 0

**Recent publications/scholarly activities:** *Back in the USSR: Ann Arbor's Ardis Publishers and Russian Literature*, [Library Exhibit and Catalog], 2009; *Ukraine A Land of Many Borders*, [Library Exhibit], 2013; acquired the second half of the Ardis Publishing House papers; acquired the Stephen Parker Nabokov Collection, 2014; research on the historical background of a photograph album belonging to Hazel Abbott, who traveled on the Trans-Siberian Railway and its branches in the early 20th century, 2014-present; hosted acquisition of the Hogikyan Armenian Studies Collection, 2015-2016; off-site Coordinator, Slavic Librarians Workshop, 2017.

**Distinctions:** Award of Special Recognition for support of the International Conference of Library Slavists in Sarajevo, 2012.

**KIRAKOSYAN, ARMINE**, Slavic and Armenian Cataloger, University Library

**Education:** B.S., History, Yerevan State University, Yerevan, Armenia, 1994; M.S., History and Ethnography, Yerevan State University, 1996

**Professional experience:** Research Fellow, Institute of Archeology and Ethnography of the National Academy of Science of Armenia, 1996-2002; Teaching Assistant, Department of History, Yerevan State University, Armenia, 1998-2002; Library Assistant-Library Research, International Studies, University Library, University of Michigan, 2015-2016; Information Resources Cataloging Specialist (Slavic and Armenian Cataloger), University Library, University of Michigan, 2016-present

**Overseas experience:** Armenia, Russia, Germany

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Armenian (5); Russian (5), Ukrainian (2), Belorussian (1), German (2)

**Research specialization:** Cataloging of Armenian and Slavic monographic and analytic materials

**MUCHNIK, IRINA**, Slavic Cataloger, University Library

**Education:** Kharkiv State Academy of Culture, Librarianship and Bibliography Program, Kharkov, Ukraine, 1981; OCLC Connexion Workshop, Michigan Library Consortium, 2003

**Professional experience:** Librarian, District Library, Zhdanov, Ukraine, 1981-1990; Reference Librarian, District Library, St. Petersburg, Russia, 1990-1993; School Library Manager, St. Petersburg, Russia, 1993-1998; Library Assistant, Washtenaw Community College, 1999-2001; Serials Paraprofessional, Ave Maria School of Law, 2001-2004; Information Resources Specialist Intermediate (Slavic Cataloger), University Library, University of Michigan, 2004-present

**Overseas experience:** USSR/Ukraine

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (5), Ukrainian (5), Modern Greek (1), Kazakh (1), Uzbek (1), Azerbaijani (1), Bulgarian (1), Georgian (1), Hungarian (1), Kyrgyz (1), Polish (1), Romanian (1), Serbian (1), Croatian (1), Turkmen (1), Albanian (1), Estonian (1), Latvian (1), Lithuanian (1), Mongolian (1), Macedonian (1)

**Research specialization:** Cataloging of East European and Slavic monographic, analytic, and serial materials

**ROSIC, MARIJA**, Lecturer II of Bosnian/Croatian/Serbian, Slavic Languages and Literatures, Non-tenure-track; Cataloger, University Library  
(See p. 41.)

**SLATER, WALTER F.**, Associate Librarian for Slavic, East European, and Eurasian Studies, University Library  
**Education:** B.S., Russian Technical Translation, Pennsylvania State University, 1986; M.A., Slavic Languages and Literatures, University of Wisconsin, 1993; Coursework toward Ph.D., Turkic Languages and Linguistics, University of Wisconsin, 1993-2014; M.L.I.S., University of Wisconsin, 2001  
**Academic experience:** Assistant Professor of English, Al-Farabi Kazakh State University, Almaty, Kazakhstan, 1996-1997; Lecturer I (Uzbek), University of Michigan, 2007-2009; Tutor (Uzbek), 2009-2012  
**Professional experience:** Retrospective Conversion Cataloger, Memorial Library, University of Wisconsin, 1997-2003; Slavic Cataloger, Memorial Library, University of Wisconsin, 1998-2005; Internet Resources Cataloger, Portal to Asian Internet Resources Project, University of Wisconsin (Department of Education Title VI, TICFIA Cycle II Grantee), 2003-2005; Cataloger/Assistant Librarian/Associate Librarian, University Library, University of Michigan, 2005-present  
**Overseas experience:** Uzbekistan, Kazakhstan, Turkey  
**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)  
Russian (4), Kazakh (4), Uyghur (4), Uzbek (4), Azerbaijani (3), Turkish (3), Kyrgyz (3), Polish (3), Romanian (3), Serbo-Croatian (3), Turkmen (3), French (3), Bulgarian (2), Georgian (2), German (2), Hungarian (2), Italian (2), Albanian (2), Estonian (2), Spanish (2), Latvian (2), Lithuanian (2), Finnish (1), Mongolian (1),  
**Time devoted to Russian, East European, and Eurasian Studies:** 100%  
**Number of area courses taught in the past 5 years:** 0  
**Area courses taught:** Elementary Uzbek I & II; Intermediate Uzbek I & II  
**Research specialization:** Cataloging of East European, Central Asian, and Slavic monographic, analytic, and serial materials; tense, aspect, and actionality in the Uzbek language

**SNYDER, BETH**, Technical Services Coordinator for Slavic, East European, and Eurasian Studies and Near Eastern Studies, University Library  
**Education:** B.A., Russian Studies, College of Wooster, 1989; M.L.I.S., University of Michigan, 1995  
**Professional experience:** Russian language tutor, College of Wooster, 1988-89; Library Assistant III/Technical Library Assistant II/Technical Library Assistant III/Assistant Librarian/Associate Librarian/Senior Associate Librarian, University Library, University of Michigan, 1989-present  
**Overseas experience:** USSR  
**Time devoted to Russian, East European, and Eurasian Studies:** 60%  
**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)  
Russian (2), Belorussian (1), Bosnian (1), Bulgarian (1), Croatian (1), Czech (1), Macedonian (1), Polish (1), Serbian (1), Slovak (1), Ukrainian (1)  
**Number of area courses taught in the past 5 years:** 1  
**Area courses taught:** On-line with Former Soviet and East European Countries (assistant)  
**Research specialization:** International studies technical services librarianship  
**Number of area publications in the past 5 years:** 0  
**Recent publications:** "Strength in Numbers: Building a Consortial Cooperative Cataloging Partnership," w/ C. Cronin, et al, *Library Resources & Technical Services*, 2017; "Many Languages, Many Workflows: Mapping and Analyzing Technical Services Processes for East Asian and International Studies Materials," w/ L. Billings, *Cataloging & Classification Quarterly*, 2017.

## **WEISER CENTER FOR EUROPE AND EURASIA STAFF AND DIRECTORS**

**BARRERA, SUSAN**, Administrative Assistant

**Education:** B.A., Sociology and Urban Studies, Aquinas College, 1983

**Administrative experience:** Caseworker, Public Assistance Programs, State of Michigan, 1980-1987; Substitute Receptionist/Para-professional, Brighton, MI Public School System, 1998-2000; Teacher's Assistant, First Presbyterian Preschool, Brighton, MI, 1999-2000; Administrative Assistant/Student Services Associate/Office Manager, Center for Middle Eastern and North African Studies/Global South, University of Michigan, 2005-2013; Financial Services, LSA Shared Services, University of Michigan, 2013-2014; Vendor Management, Shared Services Center, University of Michigan, 2014-2017; Administrative Assistant, WCEE/WCED, University of Michigan, 2017-present

**Overseas experience:** N/A

**Language proficiency:** N/A

**Time devoted to Russian, East European, and Eurasian Studies:** 20%

**KING, ELIZABETH J.**, Associate Director

(See p. 7.)

**KOHLER, BIRGITTA**, International Education Coordinator

**Education:** Graduate (B.A. equivalent), ESA (European Schools for Administration and Management), Munich, Germany, 1988; Liberal arts study, Washtenaw Community College, 2007

**Academic and administrative experience:** Receptionist to Executive Assistant, Rücker GmbH/EDF GmbH, Munich, 1988-1990; Sales Assistant to Public Relations Manager, Estée Lauder, Munich, 1990-1992; Executive Assistant, Bertelsmann Music Group, Inc. (BMG), New York, 1993-1994; Public Relations Administrator, Capitol Transportation, Bethesda, 2000-2001; Teacher, German School, Washington, DC, 2002-2006; Office Manager/Teacher, Rudolf Steiner School, 2007-2009; Academic Advisor/Subject Pool Coordinator, Department of Psychology, 2009-2011; Administrative Assistant Intermediate, WCEE/WCED/CES/CREES, University of Michigan, 2012-2014; Administrative Assistant Intermediate, ASP, University of Michigan, 2013-2014; Administrative Assistant Intermediate, CPPS, University of Michigan, 2014; Executive Assistant to the Chair, Department of Germanic Languages and Literatures, University of Michigan, 2014-2017; International Education Coordinator, WCEE/WCED, 2017-present; Program Coordinator, CES, University of Michigan, 2017-present

**Overseas experience:** Germany, France

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

German (5), French (4)

**Time devoted to Russian, East European, and Eurasian Studies:** 60%

**Distinctions:** Nominated for the Candace J. Johnson Staff Award for Excellence, UM, 2010; LSA Staff Spotlight Award, UM, 2013.

**MALINKIN, MARY ELIZABETH**, Academic Program Specialist

**Education:** B.A., History, Carleton College, 2001; M.A., REES, University of Michigan, 2006

**Academic experience:** Graduate Student Instructor, First-Year Russian, University of Michigan, 2005-2006

**Administrative experience:** Program Assistant, Kennan Institute, 2007-2009; Program Associate, Kennan Institute, 2009-2016; Academic Program Specialist, CREES/CPPS, University of Michigan, 2016-present

**Overseas experience:** Russia, Sweden, Germany, Ukraine, Czech Republic

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (5), Spanish (3), Ukrainian (2), Polish (1)

**Time devoted to Russian, East European, and Eurasian Studies:** 100%

**Number of area publications in the past 5 years:** 6

**Recent publications:** “Ya Heart Vladimir,” *The Russia File*, 2016; “A Long Road to Asylum: Syrian Refugees in Russia,” *Kennan Cable*, 2015; “Mother Russia's Chilly Embrace,” *Carleton College's Voice*, 2015; “The Great Exodus: Ukraine's Refugees Flee to Russia,” *The National Interest*, 2015; “Russia: The World's Second-Largest Immigration Haven,” *The National Interest*, 2014; *A Wary Welcome: Varying Reception of Migrants in Russian Cities*, Woodrow Wilson International Center for Scholars, 2013.

**Distinctions:** FLAS Fellowship (Russian), 2004-2005; Weiser Center Summer Grant for summer internship at the Institute of Sociology, Russian Academy of Sciences, Moscow, UM, 2005; US-Russia Social Expertise Exchange Advanced Practitioner Fellowship, 2014.

**ORWIG, KATHRYN**, Program Assistant

**Education:** B.A., Creative Writing with Minors in Russian Studies and Russian Language, Literatures, and Culture, University of Michigan, 2017

**Academic and administrative experience:** Assistant Librarian, University of Michigan Donald Hall Collection Library, 2016-present; Substitute Teacher, Doughty Montessori, 2017-present; Program Assistant, WCEE/CREES/CPPS/CES, University of Michigan, 2017-present; Publishing Assistant (Intern) BHC Press, 2017-present

**Overseas experience:** N/A

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (3), Romanian (1), Greek (1)

**Time devoted to Russian, East European, and Eurasian Studies:** 50%

**Recent publications:** *Northwestern Michigan College Magazine*, 2012 and 2013, *The Residential College Review*, 2016, *The Café Shapiro Anthology* 20th Annual Selected Short Stories and Poetry, 2017; *Confined Connections Z* Publishing House's Creative Writing Series Book, 2017.

**Distinctions:** Phi Theta Kappa Distinguished Chapter Officer Team, UM, 2014; High Honors and Honor's Program Graduate, UM, 2014; James B Angel Scholar, UM, 2017; Hopwood Award Winner Nonfiction, UM, Summer 2017.

**OSTAFIN, MARYSIA**, Program Manager

**Education:** B.A., English, University of Michigan, 1974; master's degree study, Russian and East European Studies, University of Michigan, 1974-1976

**Administrative experience:** (all University of Michigan) Research Assistant, Student Services Secretary, Student Services Assistant, CREES, 1974-1978; Student Services Assistant/Program Associate/Administrative Associate II/Program Manager, CREES, 1986-present; Executive Director, Copernicus Endowment for Polish Studies, 1986-2014; Administrative Associate II/Program Manager, International Institute, 2000-2008; Administrative Associate II/Program Manager, CES, 2004-present; Program Manager, WCEE/WCED, 2008-present; Executive Director, CPPS, 2014-present

**Other area-related professional experience:** Associate Editor, Ardis Publishers of Russian Literature, 1979-1985; Research Associate, Office of International Peace and Security Research (UM) and The Soviet Interview Project (UM and University of Illinois), 1985-1986

**Overseas experience:** Poland, Russia, Czech Republic, Georgia, Hungary, Slovakia, Ukraine

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Polish (5), Russian (4), Portuguese (3), French (3), German (1)

**Time devoted to Russian, East European, and Eurasian Studies:** 80%

**Distinctions:** Cross of Service Award from the Polish Government, October 1999; College of Literature, Science and the Arts Staff Award for Excellence, UM, 1999.

**ZUBRZYCKI, GENEVIEVE**, Director

(See p. 6.)

## INTERNATIONAL INSTITUTE STAFF

### **BRICHTA, RACHEL**, Communications Manager

**Education:** B.A., Russian and East European Studies, University of Michigan, 1999; M.A., Russian and East European Studies, University of Illinois, 2004

**Administrative experience:** Future Leaders Exchange Program Recruiter, American Councils for International Education, 1999; Research Assistant, Kennan Institute for Advanced Russian Studies, 2000; Future Leaders Exchange Program Officer, Youth For Understanding International Exchange, 2001-2002; Future Leaders Exchange Travel Coordinator, American Councils for International Education, 2002-2004; Executive Director, Toledo Sister Cities International, 2005; Student Services Associate, CREES and CES, University of Michigan, 2005-2009; Student Services Associate, WCED and WCEE, University of Michigan, 2008-2009; Public Relations Coordinator, CREES/CES/WCED/WCEE, University of Michigan, 2009-2013; Communications Specialist/Team Lead, International Institute Shared Services Events/Communications, University of Michigan, 2013-2015; Communications Manager, International Institute, University of Michigan, 2015-present

**Overseas experience:** Belarus, Russia

**Language proficiency:** (1=poor, 2=fair, 3=good, 4=excellent, 5=fluent)

Russian (4), German (2), Belarusian (1)

**Time devoted to Russian, East European, and Eurasian Studies:** 20%.

### **BURNETT, JULIE**, FLAS Coordinator/Graduate Academic Services Coordinator

**Education:** B.S., Education, Central Michigan University, 2004; master's degree studies, Higher Education, major in Student Access and Success in Higher Education, University of Michigan, 2009-present

**Academic and administrative experience:** Student Clerical, Scholarships and Financial Aid, Central Michigan University, 1999-2003; Head Start Center Director, Fountain Child Development Center, 2004-2005; Michigan School Readiness Program and Head Start Teacher, Beaverton Preschool, 2005-2006; Science Educator, Detroit Science Center, 2007-2012; Student Services, Undergraduate Advising Office, Engineering, University of Michigan, 2007-2009; FLAS Coordinator, CREES, University of Michigan, 2009-present; Academic Services Coordinator, CREES/CES/WCED, University of Michigan, 2009-present; Academic Services Coordinator, ASP, University of Michigan, 2013-present; Academic Services Coordinator, CPPS, University of Michigan, 2014-present

**Overseas experience:** Australia

**Language proficiency:** N/A

**Time devoted to Russian, East European, and Eurasian Studies:** 30%

**Distinctions:** National Academic Advising Association Professional Grant, 2008.



**GRAVES, FOLAKÉ**, Undergraduate Academic Advisor

**Education:** B.A., Marketing Communications, Columbia College, 1994; M.A, Higher Education, University of Illinois, Urbana-Champaign, 1998

**Administrative experience:** Counselor, College of Liberal Arts and Sciences, University of Illinois at Urbana-Champaign, 1997-2008; Student Support Services Advisor, Parkland College, 1998-2005; Undergraduate Academic Advisor, International Institute, University of Michigan, 2006-present

**Overseas experience:** Côte d'Ivoire, Jamaica, Senegal

**Language proficiency:** N/A

**Time devoted to Russian, East European, and Eurasian Studies:** 10%

**Distinctions:** Nominated for President's Staff Innovation Award, UM, 2016; LSA Staff Spotlight Award for service on the International Institute Undergraduate Advising Team, UM, 2017.

**SZPARA, KELSEY**, Undergraduate Academic Advisor

**Education:** B.S., Social Science, Michigan Technological University, 2009; M.A. Educational Leadership, Eastern Michigan University, 2012

**Administrative experience:** Administrative Assistant, LEGUS International Network of Law Firms, 2001-2012; Graduate Student Assistant, College of Education, Eastern Michigan University, 2010-2012; Academic Mentor, Athletics, University of Michigan, 2011-2012; Graduate Advising Intern, Newnan Academic Advising Center, University of Michigan, 2012; Academic Advisor, College of Behavioral and Health Sciences, Middle Tennessee State University, 2012-2013; Academic Evaluator, College of Literature, Science, and the Arts, University of Michigan, 2014-2015; Undergraduate Academic Advisor, International Institute, University of Michigan, 2015-present

**Overseas experience:** England, Netherlands, Scotland, Spain

**Language proficiency:** N/A

**Time devoted to Russian, East European, and Eurasian Studies:** 10%

**Distinctions:** LSA Staff Spotlight Awards for service on the Wellness Committee and on the International Institute Undergraduate Advising Team, UM, 2017.

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**Andrew D. Martin, Dean**

Professor of Political Science and Statistics

May 8, 2018

United States Department of Education  
International and Foreign Language Education 1990 K Street, NW  
Suite 6083  
Washington, DC 20006-8521

To Whom It May Concern:

It is with enthusiasm and a sense of urgency that I write to support the application for funding under the Title VI program for the Center for Russian, East European, and Eurasian Studies (CREES) at the University of Michigan. This grant will not only provide resources to advance our mission of supporting area studies and international studies within the College of Literature, Science, and the Arts at the University of Michigan, but will also help train the next generation of professionals and scholars in the study of Russia, Eastern Europe, and Eurasia. It is critical that we develop a new cohort of experts on this vital region.

Our College of LSA supports the projects in this application in concrete ways, including supplemental funding for FLAS, administrative support for CREES, funding for language lecturers, and salaries for our outstanding faculty in Russian, East European, and Eurasian Studies. College leadership recognizes the tremendous value of the Title VI grants for our campus and/or the national interest. With knowledge of the many benefits of Title VI programs, including FLAS, I wholeheartedly endorse this application.

Sincerely,



Andrew D. Martin, Dean  
College of Literature, Science and the Arts  
Professor of Political Science and Statistics  
University of Michigan



January 25, 2018

United States Department of Education  
International and Foreign Language Education  
1990 K Street, NW  
Suite 6083  
Washington, DC 20006-8521

To Whom It May Concern:

I am writing to express my enthusiastic support for the application for funding under the Title VI program from our International Institute Center for Russian, East European, and Eurasian Studies (CREES). The grant will not only provide resources to advance our mission of equipping U-M students and faculty with the knowledge, tools, and experience to become informed and active global citizens, but will also provide resources to benefit ongoing international collaborations. The Title VI grant will help CREES train the next generation of area studies scholars and professionals.

The International Institute supports this application in a variety of ways, including supplemental funding for FLAS, administrative management, and language lecturer funding. The International Institute recognizes the outstanding value that the center brings to our students and faculty through FLAS grants. With great admiration for the center's work, I strongly endorse this application.

Best,

A handwritten signature in black ink, appearing to read 'Pauline Jones'.

Pauline Jones  
Director, International Institute  
Professor, Political Science

United States Department of Education  
International and Foreign Language Education  
1990 K Street, NW, Suite 6083  
Washington, DC 20006-8521

June 7, 2018

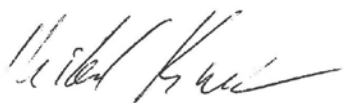
To Whom It May Concern:

The Department of Slavic Languages and Literatures is pleased to support the Center for Russian, East European, and Eurasian Studies (CREES) during the 2018-2022 Title VI FLAS funding cycle. We enthusiastically endorse CREES as the nexus of interdisciplinary research and training on Russia, East Europe, and Eurasia at the University of Michigan.

As the host department for instruction of Slavic languages, we are particularly invested in the prospects for CREES to continue to award FLAS fellowships. We enjoy close collaboration with CREES in our academic and event programming and in building a vibrant community devoted to Russian, East European, and Eurasian studies on campus.

We enthusiastically endorse this proposal to continue and strengthen the University of Michigan's support of less-commonly taught languages, including many national priority languages. CREES provides outstanding opportunities for students to further their training in the languages of the region as well as area studies, and we wholeheartedly commend their efforts to secure continued support for our students.

With best wishes,



Mikhail Krutikov  
Professor, Slavic Languages and Literatures  
Chair, Slavic Languages and Literatures





## DEPARTMENT OF CENTRAL EURASIAN STUDIES

INDIANA UNIVERSITY  
School of Global and International Studies

May 10, 2018

Dear Professors Geneviève Zubrzycki and Nojin Kwak,

I write to confirm that the Department of Central Eurasian Studies (CEUS) at Indiana University has provided long-distance courses in Uzbek language to the Center for Russian, East European, and Eurasian Studies (CREES) at the University of Michigan from 2013 to 2017. I can confirm as well that the CEUS department is willing to provide long-distance courses in Uyghur during the 2018-19 and 2019-20 academic years and possibly thereafter as well to CREES. This course sharing does benefit both institutions.

Best wishes,

*J. K. Choksy*

Dr. Jamsheed K. Choksy  
Distinguished Professor  
Chair, Department of Central Eurasian Studies  
Indiana University

Member, United States National Council on the Humanities  
National Endowment for the Humanities  
Washington, DC 20506, USA

## ACRONYMS AND ABBREVIATIONS

ACTFL OPI	American Council on the Teaching of Foreign Languages Oral Proficiency Interview
ALCTS	Association for Library Collections & Technical Services
ASEEES	Association for Slavic, East European, and Eurasian Studies
ASP	Armenian Studies Program
AY	Academic year
BCS	Bosnian/Croatian/Serbian
BTAA	Big Ten Academic Alliance
CE	Central Eurasia/Eurasian
CEEOL	Central and Eastern European Online Library
CES	Center for European Studies
CGIS	Center for Global and Intercultural Study
CIEE	Council on International Educational Exchange
CPP	Competitive Preference Priorities
CPPS	Copernicus Program in Polish Studies
CREES	Center for Russian, East European, and Eurasian Studies
CRL	Center for Research Libraries
CRLT	Center for Research on Teaching and Learning
DEI	Diversity, Equity and Inclusion Initiative
DISC	Digital Islamic Studies Curriculum
DOS	Department of State
ED	U.S. Department of Education
EE	East Europe/European
EFC	Expected Family Contribution
EU	European Union
FA	Fall Term
FAFSA	Free Application for Federal Student Aid
FLAS	Foreign Language and Area Studies Program
FTE	Full Time Equivalent
FY	Fiscal Year
GEPA	General Education Provisions Act
GSI	Graduate Student Instructor (Teaching Assistant)
HR	Human Resources
HSE	National Research University Higher School of Economics, St. Petersburg
ICP	International Career Pathways
IRB	Institutional Review Board
IRIS	International Resource Information System
ISS	Institute of Social Studies, University of Warsaw
IU	Indiana University
LCTL	Less Commonly Taught Language
LEF	Left Front of the Arts
LGBT	Lesbian, Gay, Bisexual, and Transgender
LRC	Language Resource Center
LSA	College of Literature, Science, and the Arts
MSI	Minority-Serving Institution
MOU	Memorandum of Understanding
NES	Near Eastern Studies
NGO	Non-Governmental Organization
NRC	National Resource Center

NSEP	National Security Education Program
NSF	National Science Foundation
OSU	Ohio State University
REES	Russian, East European, and Eurasian Studies
RMF	Rackham Merit Fellowships
SEEMP	Slavic and East European Materials Project
SLL	Department of Slavic Languages and Literatures
SP	Spring Half-term
STRIDE	Strategies and Tactics for Recruiting to Improve Diversity and Excellence
SU	Summer Half-term
U.	University
UM	University of Michigan
USAID	United States Agency for International Development
USSR	Union of Soviet Socialist Republics
WCED	Weiser Center for Emerging Democracies
WCEE	Weiser Center for Europe and Eurasia
WN	Winter Term
Yr./Yrs.	Year/Years



## **DIVERSE PERSPECTIVES**

**An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; and**

The University of Michigan Center for Russian, East European, and Eurasian Studies (CREES) has long been committed to presenting diverse perspectives and a wide range of views. CREES has consistently sought to provide information and stimulate informed discourse and debate on important issues about which there may be competing scholarly and/or political tendencies. This does not mean that every CREES activity dealing with a potentially controversial subject can, or should, present all relevant viewpoints, but this does mean that no single perspective or viewpoint is given primacy in all, or a disproportionate, number of activities. This commitment to diversity guides not only academic and public outreach programming that focuses on contested issues in domestic and international politics; it also guides programming related to intellectual and pedagogic debates about teaching and research on REES. It reflects a concern for basic fairness and a fundamental belief of CREES and the University that serious and balanced engagement with diverse viewpoints promotes tolerance as well as solidifies values of good citizenship.

During the 2018-2022 FLAS funding cycle, CREES will employ procedures that have served it well in the past to assure that grant-supported activities reflect diverse perspectives. Decisions about programming on potentially controversial topics may be reviewed by the CREES Executive Committee, which is composed of faculty members from a range of disciplines who, collectively, incorporate different viewpoints about important issues related to REES. When appropriate, input will also be sought from other faculty members and/or other centers or institutes with expertise pertaining to the activities being planned. In the rare event that legitimate concerns about the diversity of CREES programming related to a particularly controversial subject were raised, CREES would seek assessments (and if appropriate recommendations) from qualified REES specialists both within and outside the University.

## AREAS OF NEED

**A description of how the applicant will encourage government service in areas of national need, as identified by the Secretary of Education, as well as in areas of need in the education, business, and nonprofit sectors.**

During the 2018-2022 FLAS funding cycle, the University of Michigan and its Center for Russian, East European, and Eurasian Studies will extend a strong record of placing graduates and FLAS Fellowship recipients in positions in government service, education, business, and nonprofit sectors (Narrative: 14-17). We will continue to encourage government service in areas of national need, as defined by the U.S. Department of Education, and in areas of need in education, business, and nonprofit sectors by:

- 1) supporting the study of REES priority LCTLs in awarding FLAS Fellowships (Narrative: 18);
- 2) advising students and disseminating job announcements about careers in areas of need (Narrative: 42-43);
- 3) organizing career talks that feature UM REES alumni who are currently working or who have pursued careers in these sectors (Narrative: 18);
- 5) collaborating with other UM units on events such as the annual International Opportunities Fair that include recruiters from government agencies and from careers in areas of need (Narrative: 15, 43);
- 6) continuing efforts to recruit Foreign Area Officers (Narrative: 20); and
- 7) posting links to the U.S. Department of Education's reports on "Consultations with Federal Agencies on Areas of National Need" on the Center's website and blog.

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

**BUDGET NARRATIVE**  
**UNIVERSITY OF MICHIGAN CENTER FOR RUSSIAN, EAST EUROPEAN, AND EURASIAN STUDIES**  
**FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS PROPOSED BUDGET, 2018-2020**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
	<b>FY2018</b>	<b>FY2019</b>	<b>FY2020</b>	<b>FY2021</b>
<b>Graduate Academic Year Fellowships</b>				
9 AY Institutional Payments @ \$18,000	162,000	162,000	162,000	162,000
9 AY Subsistence Allowances @ \$15,000	135,000	135,000	135,000	135,000
<b>Subtotal, Graduate Academic Year Fellowships</b>	<b>\$297,000</b>	<b>\$297,000</b>	<b>\$297,000</b>	<b>\$297,000</b>
<b>Undergraduate Academic Year Fellowships</b>				
2 AY Institutional Payments @ \$10,000	20,000	20,000	20,000	20,000
2 AY Subsistence Allowances @ \$5,000	10,000	10,000	10,000	10,000
<b>Subtotal, Undergraduate Academic Year Fellowships</b>	<b>\$30,000</b>	<b>\$30,000</b>	<b>\$30,000</b>	<b>\$30,000</b>
<b>Summer Fellowships</b>				
5 Institutional Payments @ \$5,000	25,000	25,000	25,000	25,000
5 Subsistence Allowances @ \$2,500	12,500	12,500	12,500	12,500
<b>Subtotal, Summer Fellowships</b>	<b>\$37,500</b>	<b>\$37,500</b>	<b>\$37,500</b>	<b>\$37,500</b>
<b>TOTAL FLAS FELLOWSHIP FUNDING REQUESTED</b>	<b>\$364,500</b>	<b>\$364,500</b>	<b>\$364,500</b>	<b>\$364,500</b>